DOCUMENT RESUME

ED 204 494 CE 029 061

TITLE An Exemplary Project to Design and Implement a Guidance and Placement Program at Heritage Comprehensive High School and the Blount Occupational Education Center. Final Report for Program Improvement Projects Funded under Public Law 94-482. February 1, 1978-September 30, 1980.

INSTITUTION Blount County Schools, Maryville, Tenn.

SPONS AGENCY Tennessee State Dept. of Education, Nashville. Div. of Vocational-Technical Education.

PUB DATE 80

NOTE 250p.: Parts of this document will not reproduce well due to light and broken print.

EDRS PRICE MF01/PC10 Plus Postage.

DESCRIPTORS *Career Awareness; Career Counseling; Career Education; *Career Exploration; *Career Guidance; Career Planning; Cooperative Education; Counseling Services; Educational Opportunities; Elementary Secondary Education; Employment Opportunities; Employment Potential; Followup Studies; *Guidance Programs; *Job Placement; Job Skills; Prevocational Education; *Program Development; Program Evaluation; *Program Implementation; Program Improvement; School Business Relationship; Student Evaluation; Vocational Education

IDENTIFIERS Tennessee (Blount County)

ABSTRACT

This report describes activities and presents products of a three-year project to develop a guidance and placement program in Blount County, Tennessee. Sections 1 and 2 review objectives and personnel of this project to develop vocational awareness programs for elementary students, develop occupational exploratory courses for Grade 9, develop guidance and counseling programs, develop a student assessment program, and develop and implement a county-wide job placement program, including followup. Section 3 contains the products developed as part of the program improvement activities. They are (1) Placement Brochure, (2) Student Handbook (information on responsibilities on the job and in the placement program), (3) Training Sponsor Handbook (manual for local employers), (4) Vocational Education Handbook (career information and vocational awareness for eighth graders), (5) Pre-Employment Skills Handbook (five lessons for vocational students in final year of training--Where and How to Find a Job, The Job Application, The Resume, The Job Interview, Inter-Personal Skills), (6) High School Career Data Sheet (for high school course planning), and (7) Career Planning Data Sheet. (A job placement slide presentation was also developed.) Information contained in sections 4-10 includes expenditure of funds, dissemination activities, recommendations and conclusions, project continuation, and project transportability. Appendixes include two Interim Evaluations from the first year and Final Evaluation reports for the three years of the project. (YLB)

ED204494

# Final Report

for

Program Improvement Projects

Funded Under

Public Law 94-482

Project Title: An Exemplary Project to Design and Implement A Guidance and Placement Program at Heritage Comprehensive High School and the Blount Occupational Education Center

Project Director: J. L. Goins (Charles Bean, Program Coordinator)

Organization: Blount County Schools

Address: Courthouse Annex, Maryville, Tn. 37801 Telephone 615-984-1212

Funding Period: Feb. 1, 1978 - September 30, 1980

Level of Funding
FY 1978 $32,600.00
FY 1979 $35,000.00
FY 1980 $37,450.00
FY 1981 $_____
FY 1982 $_____

CE029061

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

D. Wilder

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

The material in this report was prepared pursuant to P.L. 94-482. The project was funded by the Tennessee Department of Education, Division of Vocational-Technical Education as a program improvement activity under Subpart III of the legislation.

This report has been submitted to the National Center Clearinghouse, The National Center for Research in Vocational Education for distribution.

TABLE OF CONTENTS

I. OVERVIEW OF PROJECT

A. PROJECT SUMMARY

B. PROJECT OBJECTIVES

C. PROJECT AUDIENCE

II. PROJECT PERSONNEL

III. PRODUCT DEVELOPMENT

IV. EXPENDITURE OF FUNDS

V. EVALUATION

VI. DISSEMINATION ACTIVITIES

VII. PROJECT IMPACT

VIII. RECOMMENDATIONS AND CONCLUSIONS

IX. PROJECT CONTINUATION

X. PROJECT TRANSPORTABILITY

APPENDICES

A. 1. FIRST INTERIM EVALUATION ON TWO OBJECTIVES (First Year)

2. SECOND INTERIM EVALUATION ON THREE OBJECTIVES (First Year)

3. FINAL EVALUATION REPORT (First Year)

B. FINAL EVALUATION REPORT (Second Year)

C. FINAL EVALUATION REPORT (Third Year)

## I. Overview of Project

### A. Project Summary

This section should provide a general description of the project. It should give detailed information so that the reader has a firm grasp of the project. In addition to the description, this section should address the rationale for the project. Include any information which supports the reason for developing the concept. Steps taken for preliminary planning would also be appropriate.

For many years Vocational Education in Tennessee served only a small percent of those who wanted and needed occupational training. In recent years the state legislature approved a $200 million expansion program for Vocational Education. Now for the first time each county in Tennessee has comprehensive Vocational Education facilities available to at least 50 percent of the students in grades 9-12. After establishment of these comprehensive programs and facilities, a major challenge still faces us--complete utilization of the facilities and placements and follow-up of the students after they leave the program.

To accomplish this challenge Blount County needed related staff and services in the following areas: Occupational Counseling, Occupational Information Programs, Occupational Orientation Programs, and Placement Coordinators. These services and staff people would enable Blount County to fully utilize their new facilities and serve the large number of students now enrolling in Vocational Education programs in Blount County.

Accountability for students during and after their stay in Vocational Education is now the key to the success of the comprehensive vocational program in the state of Tennessee. This grant enabled Blount County to meet in large part this critical area in Vocational Education and to get the vocational programs on a sound beginning. Effective communication with students and coordination of staff and facilities to reach the career objectives of the students has been the major objective of this grant.

Preliminary steps in planning included obtaining background information and advice from the following groups of people in both education and the community at large. The project director consulted school administrators, high school guidance counselors, members of the three local school boards, craft advisory committees, leaders of business and industry, Chamber of Commerce, and officials of the local state employment service.

## B. Project Objectives

Address each of the project's objectives individually. After stating the objectives, a thorough description should be given of the activities and procedures undertaken to meet the objective. Finally, provide documentation which shows the degree to which the objective was met. It may be appropriate to include measures taken to evaluate each objective.

The major objectives of the grant are listed below:

1. To develop vocational awareness programs for elementary students who would be attending Heritage High School and the Blount Occupational Education Center. This awareness program is coordinated by Placement and Guidance Personnel.

2. To develop occupational exploratory courses for ninth grade students attending Heritage High School and the Blount Occupational Education Center.

3. To develop guidance and counseling programs at both facilities to ensure that all students are aware of opportunities available to them after high school, both in the terminal job market, advanced technical training programs, and college oriented training programs. The programs include retraining of existing guidance counselors to enable them to work effectively with non-college bound students as well as the more academically inclined students. Counselors will develop and operate an up-to-date information program on occupational career possibilities after high school. The counselors will accomplish this through self-study, on-the-job training in business and industry, and by working with local, regional, and state Vocational Education personnel.

4. To develop a student assessment program to assist students in enrolling in the program best suited to their abilities, interests, and aptitudes.

5. To develop and implement an effective county-wide job placement program for students while they are in school (if they desire on-the-job training) and after they graduate or leave Vocational Education. A follow-up of all students will also be an integral part of the placement program. Follow-up of students will be at 1, 3, and 5 year intervals.

## C. Project Audience

This portion of the report should describe persons who were served by the project. The primary focus should be placed on the students served. Data regarding students should include the numbers of students served, the means by which students were involved in the project, and any information regarding their reaction to the program. Secondly, the report should address the number of teachers served or otherwise involved in the project. Any data regarding teacher involvement/reaction should be included. Finally, it is hoped that the community has been a part of your project; include this information also.

The project audience included (1) Students, (2) Administration, and (3) Community.

1. Students. This includes all eighth graders, all ninth graders, and the total number of students enrolled in the Vocational Education program in Blount County. There are approximately 1,000 eighth graders, 1,000 ninth graders, and 1,700 high school vocational students. Eighth grade students were provided vocational awareness. ninth graders were enrolled in a pre-vocational semester class, and vocational program students received training information in pre-employment skills, occupational job counseling, vocational course selection, on-the-job training, and follow-up.

2. The Administration. High school administration effected by the program included 50 vocational teachers, 15 guidance counselors, 30 high school administrators, and 40 high school department heads and middle school principles. This group included approximately 150 administrative and high school personnel.

3. Community. Reaching the community has been an important aspect of the grant. Although this was not a primary objective of the grant, it was important to the overall success of the project. Many presentations regarding the grant were made to Civic Clubs, PTA organizations, Craft Advisory Committees, the Vocational Board of Governors, and the three local school boards. Two large mail-outs were provided the business community through the mailing list of the local Chamber of Commerce.

A weekly 15-minute radio program is provided through the courtesy of a local radio station, WEAG, informing their listeners of our Vocational Education programs. The business community has been contacted through the use of an employer questionnaire to help in program planning. Newspaper articles and announcements have been included in informing the community of the activities of the project.

## II. Project Personnel

Describe project personnel. A description of their duties and responsibilities should be included. Explain their role in meeting project goals. As an evaluative measure, suggest any charges in personnel structure which would have facilitated the project.

Project personnel has included: (1) a Project Director (2) Placement Director and (3) a Project Secretary.

1. The Project Director has responsibility for the overall administration of the project. The Director coordinates, plans, and directs the project toward completion and actualization of objectives and goals. Development of the project proposal, administration of the budget, and working cooperatively with State Department of Education personnel in obtaining funding and support for the project is a major responsibility of the Project Director.

2. Placement Director (Coordinator) has responsibility for the following:

   A. Assumes primary responsibility for the accomplishment of the objectives and methodology of the project.

   B. Preparation of time tables and scheduling of activities for student orientation, counseling activities, job placement activities, and other related activities involving the vocational staff and guidance counselors are the day to day responsibility of the Placement Director.

   C. Work with students on individual and small group basis to help students find jobs and vocational programs related to their interests and abilities.

   D. Work with vocational personnel to help publicize the program and insure success of the planned activities identified in the proposal.

   E. Directly responsible to the Project Director for the administration and success of the project.

3. Project Secretary works directly for the Project Director and is responsible for normal secretarial duties. In addition, she does bookkeeping, purchase orders, and files invoices for record of project funds. The secretary helps in typing and duplicating of products developed by the project.

   Surveys, questionnaires, and accompanying data must be compiled and tabulated by the project secretary. This important job must be filled by a person with a variety of abilities and experiences.

The local school system gave support to the project by adding an additional placement coordinator at the beginning of the 1979-80 school year (3rd year of project). This person was responsible for placement duties at the Blount Occupational Education Center.

With the addition of this staff member no other changes in staff structure would be recommended for this project.

## III. Product Development

As a part of program improvement activities products are often developed. If the project under consideration has developed materials, they should be included and discussed in this section. A description of their usage both during and after the project should be provided. Also helpful to others would be pros and cons regarding the products.

A wide variety of products were developed during the project. A listing and short description of each are included in the following:

1. Placement Brochure--A small brochure, printed in large quantities, written in such a way as to be used for students, parents, and employers. It publicizes the placement program, explains the benefits to both employers and students, and has student requirements for entry into the program.

2. Student Handbook--A manual for students getting ready to go out on the job. This handbook provides information to help the student become successful on the job. It also points out his/her responsibilities as a member of the placement program and the local school.

3. Training Sponsor Handbook--A manual for the local employer who is interested in hiring a vocational student or an employer who is presently providing employment or on-the-job training. It is helpful in providing tips in employing high school students, as well as the responsibilities of the employers to the placement program.

4. Vocational Education Handbook--A handbook that was developed cooperatively by vocational instructors and high school guidance counselors. Its purpose is to provide vocational career information and vocational awareness to 8th grade students enrolled in the local school system.

5. Pre-Employment Skills Handbook--A manual for vocational students in their final year of training. It consists of 10 hours of classroom instruction in the following areas: (1) Where and How to Find a Job (2) The Job Application (3) The Resume (4) The Job Interview and (5) Inter-Personal Skills.

6. Job Placement Slide Presentation--A 12 minute color slide presentation. The first 5 minutes closely follow the "Brochure" in format and 7 minutes deal primarily with the high school vocational offerings. The slide presentation can be used effectively with both students and adults.

7. High School Career Data Sheet--A two page form used for high school planning of classes. It helps the 9th grade student in planning their schedule for four years. The form is administered in the semester pre-vocational class.

8. Career Planning Data Sheet--An initial instrument developed during a guidance workshop to attempt to assess student's potential for entry into high school vocational programs. An attempt at formulating an objective scale whereby students' potential could be measured based on information available in school records.

9. Student Based Follow-Up
Vocational Education Registration Card and Student Follow-Up Information--
This data is secured by the vocational instructor of the previous year graduates (program completers).

10. Pre-Vocational Semester Course of Study for ninth (9th) grade students enrolled in high schools with comprehensive Vocational Education programs. The enclosed information sheet gives the overall objectives and purposes of this program of study. This course provides immediate impact on student planning and Vocational Course selection while they are enrolled in high school.

# High School Vocational Offerings

1. Agriculture
2. Air Conditioning and Refrigeration
3. Appliance Repair
4. Auto Body and Fender Repair
5. Auto Mechanics
6. Building Trades
7. Child Care
8. Cosmetology
9. Distributive Education
10. Drafting
11. Electronics
12. Food Service
13. General Metals
14. Health Occupations
15. Home Economics
16. Industrial Electricity
17. Vocational Office Education
18. Welding

# Adult Programs

Full-time adult programs include: Auto Mechanics, Refrigeration/Air Conditioning, Appliance Repair, Industrial Electricity, Licensed Practical Nursing (LPN), Adult Basic Education, and numerous part-time training programs.



TO:

**Placement Office**
**Vocational Education Department**
P. O. Box 648
Maryville, Tennessee 37801

# VOCATIONAL PLACEMENT PROGRAM

Occupational Opportunities Through On-the-Job Training

Sponsored by
**Alcoa, Blount Co., Maryville Schools**
In Cooperation With
**State Dept. of Vocational-Technical Education**

For More Information Contact:
**Charles E. Bean**
**Placement Coordinator**
**Heritage High School**
**P. O. Box 648**
**Maryville, Tennessee 37801**

**Telephone: [615] 984-1300**

The Job Placement Program of the Alcoa, Blount Co., Maryville Schools is a cooperative Vocational Education program for students planning careers in occupations ranging from Auto Mechanics to Child Care. Through a cooperative arrangement between the school and employer, students receive instruction in both academic and vocational areas and alternate their school studies with a job relating to their interests and abilities.

## Student Entrance Requirements

1. The student must be 16 years of age.
2. Students should show an interest in accepting the responsibilities of employment.
3. A good academic/vocational standard must be maintained.
4. Students must be recommended by their counselor and vocational instructor before entry into the program.
5. Parental consent must be obtained before students are entered in the program.

## Benefits To Employer

Offers to the business community more desirable beginning employees who have received vocational training.

Provides the employer with student learners who are at an age of rapid learning.

The program meets the need for part-time employees when a full-time person is not justified.

Upon graduation, the student is trained to assume responsibilities without further training.

The school helps assume a part of the training of the employer, thus reducing cost to the employer.

The employer contributes to the educational system by helping the student see the relevance of his education as it relates to the world of work.

## Benefits To Students

Enables them to develop actual on-the-job skills;

Provides them with a job which might lead to permanent employment;

Provides them with financial assistance;

Gives them the opportunity to learn social and work attitudes for successful transition to the job market;

Contributes to double supervision — school and business;

Enables students to practice skills learned in a lab/classroom/shop;

Provides students opportunity to explore occupational possibilities while in school;

AND

Provides them with work experiences and motivation to continue their education and occupational training.

# VOCATIONAL PLACEMENT PROGRAM

Occupational Opportunities
Through On-the-Job Training

# STUDENT HANDBOOK

Sponsored by
**Alcoa, Blount Co., Maryville Schools**
In Cooperation With
**State Dept. of Vocational-Technical Education**

TABLE OF CONTENTS

I. Handbook Introduction

II. The Vocational Placement Program of Blount County

III. The Placement Coordinator

IV. The Training Sponsor or Agency

V. Grooming and Appropriate Dress

VI. Employer - Employee Relations

(A) What Your Employer May Expect
(B) What You, the Employee, May Expect

VII. Records & Reports

VIII. Youth Vocational Organizations

IX. General Guidelines for the Job Placement Program

X. Student Entrance Requirements

XI. Rules and Regulations

XII. Glossary

## I. HANDBOOK INTRODUCTION

This Student Handbook is intended to be a guide to help the student-learner to be successful, both in the classroom and on the job. It is based upon study, research, and the past experiences of many vocational instructors and placement coordinators.

The student is expected to be familiar with the handbook, and to discuss its content with his or her parents. If there are any questions concerning any of the policies set forth, please contact the placement coordinator at the address below:

Charles E. Bean
Placement Coordinator
P. O. Box 648
Maryville, Tennessee 37801
Phone: (615) 984-1300

## II. THE VOCATIONAL PLACEMENT PROGRAM OF BLOUNT COUNTY

The job placement program of the Alcoa, Blount County, and Maryville schools is a cooperative Vocational Education program for students planning careers in a wide range of vocational offerings.

It is a type of Vocational Education which combines classroom instruction with on-the-job training in selected occupations. It is a cooperative education program in that both the school and businesses within the community cooperate in providing the student training in his chosen occupation or occupational interest.

Students participating in the job placement program are enrolled in school a minimum of three hours of the school day. They usually are enrolled in two or three academic classes in addition to their vocational class. As the students, wording knowledge or skill in vocational area, advances in his or her vocational training program they are selected by their vocational instructor and guidance counselor to participate in the job placement program.

These students as they are selected for the placement program are placed in jobs in the community. The business in which the student works serves as a laboratory to implement his classroom instruction. The student benefits in that he earns while he learns. He or she also makes a smoother transition from school life into the labor market.

Although it is designed primarily for those students not planning to attend college, it does not preclude the college bound if it is felt that the training they will receive will be beneficial to them in the attainment of their occupational objective. The overall objective of the program is to provide classroom instruction and experiences on-the-job that will assist the student in achieving his occupational objective.

Businesses profit from the program in that it provides additional part-time employees, gives businesses opportunity to participate in the training of their employees while they are still in school and it provides a reservoir of well trained employees.

The job placement program is designed for high school students of Blount County enrolled in a vocational training program who can benefit from the educational experiences derived from it. Those interested must fill out an application and be approved by their vocational instructor and school guidance counselor. The job placement coordinator, working with the participating business, develops and conducts a cooperative training program for each student as it relates to the job experiences of the student.

The staff of the Vocational Education program of Blount County believe that the job placement program will help us meet the needs of our students and our community.

It is a fundamental precept and basic philosophy of vocational education that standing alone, it is not functional; that vocational education proposes to supplement and not supplant cultural, academic learning.

## III. THE PLACEMENT COORDINATOR

The county-wide placement program of Blount County is under the direction of a placement coordinator who is directly responsible for its successful operation. The placement coordinator interviews and selects students recommended by their vocational instructors and high school guidance counselors on the basis of the student's desire, need, aptitudes and potential for profit by participation in the program.

The placement coordinator through contacts with business and industry, locates jobs for his students which are compatible with the individual student's interests and aptitudes. He develops with the cooperation of the employer, an outline of work and training schedules through which the student progresses during his period of employment.

This outline is developed with cognizance of all rules and regulations of the State Department of Education, State Department of Labor, Federal Wage and Hour Division of U.S. Labor Department and other agencies concerned. The placement coordinator places the student on the job where he is under the supervision of the employer or some person designated by him. Periodic checks are made on the student's progress both on the job and in the occupational training area. The placement coordinator works with the individual members of the advisory committees of the various occupational areas to counsel with him and help him to further implement the program.

## IV. THE TRAINING SPONSOR OR AGENCY

Since the program is a cooperative venture between the school and business within the community the rule played by the individual business is of utmost importance. Good training agencies provide both laboratory facilities for occupational training and business activities which provide the student with educational experiences that will help him attain his occupational objective.

Training sponsors should also possess certain specific characteristics that will enhance their role in the program. Some of them are as follows:

1. Sufficient number of hours of training and employment (average of 15 hours per week).

2. The training sponsor must be accessible.

3. The training agency must not be a place that might have a bad moral influence.

4. The training environment should not be injurious to the health of the student-learner.

5. Placement of a student-learner at the training agency should not displace a regular worker.

6. The training agency should pay a monetary wage that is in accordance with state and federal wage laws and student-learner should be paid at least the same rate of as any other beginning employee.

7. Stability of employment throughout the school year is a desired quality.

8. The training sponsor and/or any employee with the training agency who works with the student-learner should be familiar with Job Placement Program and made aware of his individual role in the program. This includes his continual involvement and communication with the placement coordinator.

9. Periodic ratings based on the job performance of the student-learner should be made by the employer or training sponsor and reported to the placement coordinator.

10. Since the training agency in this cooperative venture serves as a classroom for the student-learner when he is away from the school it is desired that an atmosphere of both employment and classroom prevail. Attendance, punctuality, discipline, attitude, effort and performance should be stressed by the training sponsor.

## V. GROOMING AND APPROPRIATE DRESS*

An important attribute of any business person is personal appearance. The following is given as a guide for students to follow.

### Do Dress Standards Apply To Me?

Yes, if you meet the public or if you work behind the scenes, you are to wear business-like clothes that are appropriate to your job. You are expected to reflect good taste in clothing and grooming.

As a cooperative education student you will be earning wages. Since the program is for training and educational purposes, and in most cases you will have been placed on the job by the placement coordinator, you are expected to spend a portion of your earnings to maintain and improve your personal appearance.

### Grooming For Everyone

The picture isn't complete unless we consider cleanliness and neatness. Have clean and well manicured hands. Remember, after the daily shower, to use a deodorant to insure yourself that you will not offend your classmates and fellow employees.

Neatness is enhanced by well shined shoes, clothes brushed and well pressed. Young women should apply make-up properly and have attractive, well groomed hair style. Young men should have neat, properly groomed hair of neither excessive length nor extreme style. Be Sharp! Don't spoil the picture by chewing gum. Complete your personal appearance with good posture. Your efforts will be rewarding to you.

If there are any questions about these tips on grooming, check with the placement coordinator.

---

*Reference-Credit for much of the next six pages is given to Succeeding in the World of Work, by Kimbrell and Vineyard, McKnight and McKnight Publishing Company.

## VI. EMPLOYER - EMPLOYEE RELATIONS

Success has many definitions and these definitions are arrived at by evaluating the quantity and quality of the achievements of the individual. However, one very definite and predominant quality of evaluation of success is the degree of the performance of our work, our satisfaction in it, and our financial reward for it. So success and our work are very closely related. They are so related that we speak of them together, such as success on the job or job success.

### The Importance of Attitude

The most important factor in job success is attitude! This is shown in the fact that the main reason young workers lose jobs is because of poor attitude. In fact, a recent study of beginning workers who had been fired showed that eighty percent lost their jobs because they couldn't get along well with other people. Getting along well with others does not just happen. It must be learned. Those who do learn to get along well with almost everyone are usually happier persons because people like them, they enjoy a greater feeling of job success and they often receive higher salaries.

The study of physical anthropology has recently indicated that our behavior depends in part upon who our parents are. It is, to a degree, inherited. Much more important in the way we behave is what happens to us while we are growing up. The behavior we exhibit and the attitudes we develop up to graduation from high school usually carry over into adult life. They are with us both on the job and in social relationships. Basically, your attitude is your outlook on life. It is shown by the way you behave in the presence of other people. If you look at life as something exciting and worthwhile, and if you really enjoy life most of the time, your attitude toward other people will show this. You will be the kind of person who looks at the good side of things. If, on the other hand, you tend to see other - and life in general - as being unfair to you, then you probably don't like people very much. If this is you, you will be happy to learn that you can change. By practice, you can do a lot to become the kind of person who likes other people and whom others like. The younger we are when we begin to exercise some control over our own personalities, the more we can do toward becoming the kind of person we would like to be. Your attitude can show up in many ways on the job.

### (A) What Your Employer May Expect

You must make money for your employer's business in order for him to be able to pay your salary. In addition to a day's work for a day's pay, your employer will expect certain things from you. Most employers expect these things from their employees:

1. Cooperation
2. Honesty
3. Initiative
4. Willingness to work
5. Willingness to follow directions

6. Dependability
7. Enthusiasm
8. Acceptance of Criticism
9. Loyalty

## Cooperation

The employer who pays your salary has a right to expect your full cooperation. This means that you will cooperate with everyone with whom you work - your boss and everyone else with whom you come in contact. One of the best ways to show your cooperation is to offer to help other employees if your duties are completed. In many companies there are certain tasks that nobody likes to do. The employee who is willing to do these tasks will make a good impression on the boss and also gain the cooperation of fellow workers.

## Honesty

Employers will expect you to be honest with them and with the company. Being dishonest on the job can take many forms. One form of dishonesty is stealing time by coming to work a few minutes late every day. Some workers cheat their employers by stopping work before the end of the work day. Your time during working hours belongs to your employer. Stealing this time costs money - money that might be used in part to increase salaries or otherwise benefit you. Another form of dishonesty on the job is stealing company property.

## Initiative

Employers have a right to expect you to complete whatever duties you are given and then, if you haven't been told what to do next, look around to see what needs to be done and do it. Of course, you must use good judgment. Don't attempt to do work that you are not qualified to do.

Exercising initiative is probably the best way to show your employer that you are capable of accepting greater responsibility - which often leads to a promotion and a salary increase. If you never do any more than you get paid for, you will never get paid for any more than you do.

## Willingness To Learn

Your employer will expect you to learn the way things are done in his company. This is usually not so much of a problem for a young worker as with the person who has worked for years and developed his own ways of doing things. However, it is worth a special effort to show an eagerness to learn everything you can about your job and the company for which you work. Those who are promoted to jobs with greater responsibility and higher salaries are usually the workers who have taken the trouble to learn about more than just their own daily tasks.

## Willingness To Follow Directions

When you are given directions about how to do your work, you are expected to follow them exactly. That is why they are given. Sometimes you may not understand the reason for doing things a certain way, but your employer or supervisor has his own reason.

## Dependability

Your employer will count on you to be on the job every day and to arrive on time. Those who come to work late - even if they are not fired - are resented by the other workers who do come to work on time. Also when you are assigned a task or responsibility accept it and do it to the best of your ability. Your acceptance and performance of jobs assigned you will serve you well in your success on the job.

## Enthusiasm

The best employees are those who like their work and show enthusiasm for it. You are fortunate indeed if you find everything connected with your work interesting. Most likely, however, you will find certain things about the job which are interesting to you. When others ask you how you like your new job, tell them the things about it that you like. By concentrating on the positive - the things you like - you will find the total job more interesting to you. When you are interested in and enjoy your work, life itself is more interesting and enjoyable; and you will become a more interesting person because of it.

## Acceptance of Criticism

Criticism is necessary. It is the way in which the employer lets us know how he expects to get the job done. Your employer will expect you to accept criticism with a smile (not a smirk!) and to improve because of it. Regardless of how you may feel when another person criticizes you, you will be better off if you appear to take it good naturedly. Accepting criticism means more than just listening politely. It means making use of the criticism. Think about your critic's remarks after you are alone and try to see how they can help you become a better worker.

## Loyalty

You have probably heard it said that you should not bite the hand that feeds you. This certainly applies to your relationship with your employer and the company for which you work. You must be for them. Just as none of us is perfect as a person, neither is any company perfect in every way. You may not agree with everything your employer does or with some of the policies of the company, but you must not complain to your friends or try to "run down" the company which pays your salary. Employers expect their workers to keep confidential those things that pertain to the business. If you cannot be loyal to your employer and your company, look for another job.

## (B) What You, The Employee, May Expect

After reading what most employers expect of their employees, you may feel that you are expected to give a lot and not get much consideration from your employer in return. This is not so. You have the right to expect certain things from your employer. Of course, some employers are more considerate than others; but most will do these things for you as a worker:

1. Pay your salary
2. Provide safe working conditions
3. Provide training
4. Introduce you to co-workers
5. Explain policies, rules, and regulations
6. Change your duties
7. Evaluate your work
8. Discipline you if you break rules
9. Encourage an honest relationship

### Pay Your Salary

Your employer will pay you for the work you do. The amount you are paid will depend upon state and federal minimum wage laws, the "going" rate for the work you do, union contracts, and your ability to perform your job. As a part-time or beginning worker, your pay will be less than that paid other employees who have had more experience.

### Safe Working Conditions

Your employer should provide reasonably safe working conditions. If you are not eighteen years of age, federal law prohibits your working in certain occupations considered dangerous, such as coal mining, logging, and jobs requiring the use of certain power machinery.

### Provide Training

Your employer should provide whatever on-the-job training is necessary in order for you to do your job. The way this is done will differ from job to job and between companies. You may be asked simply to observe another worker performing the job you will be doing or another worker may be assigned to teach you how to do a particular job.

### Introductions

Your employer should introduce you to all of the workers with whom you will be working. This is a courtesy which is not always observed. If your employer does not show you this consideration, you will have to make your own introductions or perhaps the other workers will do it for you.

## Explanations

Your employer should explain company policies, rules, and regulations so that you understand them. If you do not understand exactly how these affect you, ask for further explanation.

## Changes

Your employer should tell you about changes in your duties, responsibilities, working relationships, rate of pay, vacation schedule, and anything else which affects you and your work.

## Evaluations

Your employer should evaluate your work. This does not mean that he should tell you only the things he doesn't like about your work. He should let you know what is both bad and good, in his opinion, about how you do your job. If he is a considerate employer, he will do this in private.

## Discipline

If you do not follow the rules and regulations or if you do not live up to the things mentioned in what the employer expects of his employees, then you may be disciplined. Most employers are fair in penalizing their employees. If you have not fulfilled your responsibilities you should not resent disciplinary action.

## Honesty

Most employees are honest with their employers, and you have as much right to expect honesty from your boss as he has to expect it from you.

## VII. RECORDS AND REPORTS

In the very complex society in which we live records and reports have become a very vital part of our lives. The speed with which things are done and the multiplicity of activities and agencies with which we have dealings, reports and records are very necessary. By keeping records and making reports we can better evaluate our activities and discover more and better ways of doing them. Since you, the student-learner, are the reason for the existence of the Job Placement Program and are the most vital part of it then all records and reports must begin with you or your activities.

### Student Information and Follow-Up Card

As the program is one sponsored and supported by both federal and state as well as local government certain vital information on each student-learner is needed in order to support the program and make plans for the future. The placement coordinator will give the student-learner specific information relative to completing this form.

A sample copy of this form is in this handbook.

### Student Application Form

The application blank for entry into the Job Placement Program is the primary form that the prospective student-worker is asked to complete. It is one of the most important records because it could well determine whether he or she will be accepted for the program. It furnishes the placement coordinator with information and date that will help him in finding the right training area for the student-worker. It is also used by the placement coordinator as he talks with prospective employers in securing a training agency for the student-worker.

The form should be filled out completely and with great care.

A sample copy of this form is in this handbook.

### Cooperative Training Agreement

The Cooperative Training Agreement is a form that gives placement information and the student-learners employment schedule and is signed by all parties involved in the training of the individual student. It is a very important record in that it supplies vital information to the state and local education offices and the State Labor Department. The student-learner will be given specific instructions by the placement coordinator as to the procedure to follow in completing this record.

A sample copy of this form is in this handbook.

## Evaluation of The Student On The Job

As the program is cooperative using both classroom and on-the-job experiences for the student's achievement, then the evaluation of this achievement must be made by both the vocational instructor and the employer. The vocational instructor makes his evaluation by observation in the classroom, completed assignments, and tests.

The employer is asked at intervals to check on the form provided as evaluation or performance report of the student-learner. This report is sent to the placement coordinator and is used by him and the vocational instructor to determine the grade of the student-learner.

A sample copy of this form is in this handbook.

## STUDENT INFORMATION CARD

DATE _____
SCHOOL _____
OCCUPATIONAL AREA _____
TEACHER'S NAME _____
GRADE _____

STUDENT"S NAME

_____
Last First Middle

ADDRESS _____
TELEPHONE _____
DATE of BIRTH _____ AGE _____
Male _____ FEMALE _____
RACE _____
SOCIAL SECURITY NO. _____
PARENTS or GUARDIAN _____
ADDRESS _____
PHYSICAL CHARACTERISTICS:
1. WT. _____ 2. HT. _____ 3. Sight _____
4. General Health Condition _____
5. Hearing _____
6. Physical Handicaps _____
_____

CLASS SCHEDULE:

| Period | Subject | Teacher |
|---|---|---|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |
| 6. | | |

HOMEROOM TEACHER _____

WORK SCHEDULE:
MONDAY _____
TUESDAY _____
WEDNESDAY _____
THURSDAY _____
FRIDAY _____

PERSON TO CONTACT IN EMERGENCY _____ PHONE _____

(Back of Card)

## PLACEMENT INFORMATION

| TRAINING AGENCY and CONTACT PERSON | ADDRESS | TELEPHONE | FROM | TO | REASON for LEAVING |
|---|---|---|---|---|---|
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |

## FOLLOW-UP INFORMATION

| DATE OF REPORT | | | |
|---|---|---|---|
| 1. Continuing education at higher level | | | |
| 2. Not available for placement | | | |
| 3. Employed full-time in field of training | | | |
| 4. Other employment | | | |
| 5. Unemployed | | | |

PLACEMENT PROGRAM
Alcoa, Blount County, and Maryville Schools

APPLICATION FOR ENROLLMENT

Date of application_____ High School_____ Grade level_____
Name_____ Sex_____ Age_____
Last First Middle
Address_____ Zip Code_____ Married☐ Single☐
Date of birth_____ Social Security No._____
Month Day Year
Parent or Guardian_____ Phone_____
Address_____
Height_____ Weight_____ General condition of health: Good☐ Fair☐ Poor☐
Any physical handicaps: Yes☐ No☐ If yes, explain_____

Why do you want to enroll in the placement program? (Be specific)_____

What are your career plans after graduation? (Be specific)_____

APPLICANT'S BUSINESS EXPERIENCE AND WORK PREFERENCES

Applicant's present employer, if any _____Type of work_____
Applicant's former employer, if any _____Type of Work _____
When could you begin cooperative training? Immediately☐ Summer☐ Fall☐
What are your probable transportation arrangements?_____

List two firms and type of work you would prefer:

| Firm | Type of Work |
|---|---|
| | |
| | |

How many hours could you work each week? _____
List any special qualifications or training you have had: _____

List all major school activities in which you are involved: _____

Do you think these activities would interfere with your job placement? Yes☐ No☐
If no, why? _____

HIGH SCHOOL SUBJECTS COMPLETED

| FRESHMAN YEAR SUBJECT | Grade | SOPHOMORE YEAR SUBJECT | Grade | JUNIOR YEAR SUBJECT | Grade |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Give two teacher references:

_____ _____

Have you ever been absent from high school for long periods of time? Yes__ No__
If Yes, Why? _____

When do you plan to graduate? _____ Do you plan to go to college? Yes__ No__

VOCATIONAL INSTRUCTOR'S RECOMMENDATION

I have reviewed this application and recommend that _____ be enrolled in the placement program and he/she is ready for the work arrangement listed below.

Check one of the following:

1. Full-time employment _____
2. On-the-job training _____
3. On -the-job observation _____
4. Summer employment _____
5. Not ready for employment _____

GUIDANCE COUNSELOR'S RECOMMENDATION

I have reviewed this application and recommend that _____ be enrolled in the Placement Program.

Remarks: _____

_____

_____

Date _____ Signature _____

PARENT'S STATEMENT OF APPROVAL

After careful consideration, I hereby express my approval for _____ to participate in the Placement Program at _____ high school.

Date _____ Signature _____
(Parent or Guardian)

Date _____ Signature _____
(Student Applicant)

# TRAINING AGREEMENT

## PLACEMENT PROGRAM

## ALCOA, BLOUNT COUNTY, MARYVILLE SCHOOLS

Copies to: Training Sponsor
School
Student

1. On-The-Job Training_____
2. On-The-Job Observation___
3. Summer Employment_____

This Cooperative Training Agreement Program is organized to provide_____ with instruction and training in the occupation of _____ code _____ City_____ School_____ Teacher-Coordinator_____

### PLACEMENT INFORMATION

Student-Learner's home address _____ Tel. No._____

Male____Female____Grade____S.S.No._____ Date of Birth _____,19____

Age last birthday_____ Evidence of age verified by_____

Health record signed by Dr._____ showing fitness for employment.

Date entered cooperative program_____,19__for school year 19__-____.

Training Sponsor _____ address_____Tel No._____

Contact Person _____ Date of Placement _____

Starting Wage $_____ per hour

Vocational Class meets from_____ a.m. p.m. to_____ a.m. p.m.

### EMPLOYMENT SCHEDULE

| DAY | TIME OF WORK | | BREAKTIME | TOTAL WORK HRS. | TOTAL HOURS IN SCHOOL |
|---|---|---|---|---|---|
| | From | To | | | |
| Monday | | | | | |
| Tuesday | | | | | |
| Wednesday | | | | | |
| Thursday | | | | | |
| Friday | | | | | |
| Saturday | | | | | |
| Sunday | | | | | |
| | | | TOTAL | | |

A Training plan or Schedule of Processes, including unit on Safety, for this student is on file in the Teacher-Coordinator's Office and Training Sponsor. Yes_____ No_____

We, the undersigned, understand and agree to meet the requirements for the program as provided in the Rules & Regulations and Minimum Standards for Vocational Education in Tennessee.

Training Sponsor _____ Student-Learner _____

Parent or Guardian _____ Vocational Instructor _____

Placement Coordinator_____ Field Supervisor _____

Date of Approval_____

This form replaces Employment Work Permit and Age Certificate (Issued by Superintendent of Schools) for Cooperative Students only.

VOCATIONAL PLACEMENT PROGRAM

ALCOA, BLOUNT COUNTY, and MARYVILLE SCHOOLS

EVALUATION OF THE STUDENT ON THE JOB

| Student | Training Agency | Immediate Supervisor |
|---|---|---|
| Teacher-Coordinator | School | Occupational Class |

| | Date of Rating | | | |
|---|---|---|---|---|
| RATING KEY<br>E-Excellent G-Good S-Satisfactory U-Unsatisfactory N-Not App. | | | | |
| ATTENDANCE AND PUNCTUALITY<br>Consider student's attendance and punctuality on the job. | | | | |
| GENERAL ATTITUDE<br>Consider behavior effect on others; student's attitude toward the job, other employees, the public and management; student's attitude toward criticism. | | | | |
| PERSONAL APPEARANCE<br>Consider degree habits and acceptable job appearance. | | | | |
| INITIATIVE<br>Consider degree of enterprise and judgement. | | | | |
| KNOWLEDGE OF JOB<br>Consider degree of knowledge of assigned tasks and responsibilities; degree of improvement in skills and efficiency. | | | | |
| QUALITY OF WORK<br>Consider degree of accuracy, orderliness, thoroughness, and neatness. | | | | |
| EFFECTIVE USE OF TIME<br>Consider amount of output and efficient work habits. | | | | |
| ABILITY TO FOLLOW INSTRUCTIONS<br>Consider degree of alertness and supervision needed. | | | | |
| ABILITY TO ASSUME RESPONSIBILITY<br>Consider degree of self-reliance and leadership ability. | | | | |

NOTE: The immediate supervisor is urged to make comments on the progress of the student on the reverse side of this page.

Your suggestions for improvement will be helpful to the placement-coordinator in counseling the student for better job performance.

COMMENTS:

Date:_____ Rated by:_____

Date:_____ Rated by:_____

Date:_____ Rated by:_____

Date:_____ Rated by:_____

## VIII. YOUTH VOCATIONAL ORGANIZATIONS

Currently there are four youth vocational organizations in which Vocational Education students may join. They are Distributive Education Clubs of America (DECA), Future Farmers of America (FFA), Tennessee Office Education Clubs (TOEC), Vocational Industrial Clubs of America (VICA), Future Homemakers of America (FHA), Health Occupations Students of America (HOSA), and Home Economics Related Occupations (HERO).

These groups have been organized for the purposes of unifying students who have common occupational objectives and to provide leadership training for them. Through these organizations attention has been called to the training of students in the specific occupational areas, and group and individual achievements have been recognized. This has been done through club and individual projects, leadership training, participation in competitive activities which are based upon instructional programs, and in general good public relations.

These organizations are a very vital part of the Vocational Education Program in that they provide a "show window" for the program and they give opportunities for the student-learners to participate in activities that have carry-over value for adult life. All students in Vocational Education Programs are urged to become affiliated with one of the youth organizations and participate fully in its activities.

## X. STUDENT ENTRANCE REQUIREMENTS

1. The student must be 16 years of age.
2. Students should show an interest in accepting the responsibilities of employment.
3. A good academic/vocational standard must be maintained.
4. Students must be recommended by their counselor and vocational instructor before entry into the program.
5. Parental consent must be obtained before students are entered in the program.

## XI. RULES AND REGULATIONS

As a condition for acceptance into the Placement Program, the student agrees:

1. To be at school on time. To follow all school and placement program guidelines, as well as training station regulations.

2. To be regular in his work schedule and to go directly to the training station after leaving school when a student leaves school after his/her last class.

3. To notify the employer on the placement coordinator on any day that he/she is unable to work because of illness.

4. To secure the placement coordinator's permission to work any day when absent from the morning session of school. It is the intention of the program to promote good school attendance by student workers. The intent of this condition is that if a student is unable to attend school in the morning, he/she should not expect to work in the afternoon.

5. To strive diligently to improve his/her performance both in school and on the job.

6. To carry out all work assignments cheerfully, promptly, and to the best of his/her ability.

7. To perform all duties in a manner which will reflect credit on himself/herself, the employer, the school, and the placement coordinator.

8. To live up to all rules and regulations as outlined by the employer.

9. To be groomed to the satisfaction of the employer.

10. To keep matters of business in strict confidence.

11. To be honest at all times with his/her employer.

12. Not to sever connections with the employer without consent of the placement coordinator, and then only after he has made the necessary arrangements with the employer.

13. To be responsible for giving the placement coordinator and training sponsor schedule changes immediately.

14. To provide his/her own transportation to and from the job training agency, except where special transportation has been provided.

I have read, understand, and agree to abide by the rules and regulations of the Job Placement Program and fully realize that if I do not carry out my responsibilities that I will be subject to being dropped from the placement program.

Date_____ Signature_____
(Student Applicant)

Signature_____
(Parent or Guardian)

## XII. GLOSSARY

Advisory Committee - a committee consisting of employers, employees, representatives of lay public and school representative to advise, counsel and assist in the implementation of the Vocational Education Program in a community.

Cooperative Education - is a part of the Vocational Education Program, which combines classroom instruction with on-the-job training in selected occupations.

Student-learner - a student enrolled in the Job Placement Program.

Placement Coordinator - person responsible for direction and operation of the Job Placement Program.

Training Agency - a business or industry which cooperates with the school in providing employment and training for students enrolled in the Job Placement Program.

Training Sponsor - employer/employee at a cooperating business or industry of who is responsible for the on-the-job training of a Vocational Education student-learner.

# VOCATIONAL PLACEMENT PROGRAM

Occupational Opportunities
Through On-the-Job Training

# TRAINING SPONSOR HANDBOOK

Sponsored by
**Alcoa, Blount Co., Maryville Schools**
In Cooperation With
**State Dept. of Vocational-Technical Education**

# TRAINING SPONSOR

# HANDBOOK

PRESENTED TO YOU BY:

Charles E. Bean
Placement Coordinator
Heritage High School
P. O. Box 648
Maryville, Tennessee 37801

Telephone: (615) 984-1300

CONGRATULATIONS. . .

. . .You have agreed to take a serious, but rewarding, responsibility in the training of a high school or adult Vocational Education student. You are to be commended for your community spirit. It is recognized that without you, your cooperation, and your business organiztion, this program of training would not be possible.

This handbook was designed especially to assist you, the training sponsor. Its intention is based on the belief that good training is the result of knowledge plus understanding and experience. Your choice as a training sponsor is indicative of your success in the business community. You have much to offer, and your business establishment will become a laboratory of work experiences for the vocational student. Your success as a training sponsor will depend a great deal upon how closely you work with the placement coordinator. His job is to assist you in the training of the student. Never hesitate to call on him when this assistance is needed.

Within these pages you will find factual information which will aid your familiarization with the program of Vocational Education-its philosophy, objectives, and area of service. Now that you are a partner in education, you will want to avail yourself of suggestions for teaching, supervision, and training. Since this is a cooperative venture, the suggestions work both ways--make them to the coordinator whenever you believe there is room for improvement. They will be sincerely appreciated.

Again, congratulations on becoming a training sponsor. You have made a sound investment in youth, free enterprise, and America's future!

## DEFINITION OF TERMS

Cooperative part-time indicates that local business organizations, the school, the home, and the student all work together to accomplish the objective of training the student in a vocational occupation. "Part-time" refers to the training hours; the student spends half of his day in school and a half day on the job in a bona fide training station.

Coordinator is the school's representative who not only is a classroom instructor but also works with local business persons to place students in a training situation and to coordinate the classroom study to the student's individual training needs.

Basic instruction is sometimes called "group discussion." It is the part of the curriculum which deals with the study of general marketing activities.

Specific instruction is sometimes called "individualized instruction." It is that part of the curriculum which provides the student with closely supervised instruction which is related directly to his job and chosen occupation.

Trainee is the student who is enrolled in the Distributive Education program and is employed in a bona fide business establishment which has been approved for training.

Training plan is a preplanned schedule of work experiences which is set up as a guide for the training sponsor and the school. The plan is divised with the individual student and his training objective as the primary consideration. Even though it carries the signatures of the student, the parents, the school, the business establishment, and the Texas Education Agency, it should not be interpreted as a work contract.

Training sponsor is the person designated as the student's supervisor on the job. He confers regularly with the coordinator to help carry out the training objective.

Training station is the designation used to refer to the business establishment where the student is placed. This place of business must be non-tax supported, free enterprise, and engaged in the merchandising of goods and services to customers. The student must be an employee of the business and must be earning wages, accepting responsibility, and performing job duties which provide suitable training.

Vocational is a term applied to that education which teaches by doing. Cooperative Education is vocational in nature, because it teaches the student to make practical application of the knowledge which is learned in the classroom, helping him to relate it directly to his job duties.

## WHAT ARE THE ADVANTAGES OF THE VOCATIONAL PLACEMENT PROGRAM TO THE COMMUNITY?

It provides a source of well-trained and qualified future employees.

It trains young persons in your organization to meet your job specifications.

It enables student-trainees to demonstrate their enthusiasm, energy, and fresh ideas.

It establishes good community relations, allowing the businessman the opportunity to cooperate with the schools in public education.

It assists in retaining young workers in the community upon completion of high school, because they are trained to become full-time workers.

It establishes a link between business, home, and school, allowing the businessman an influential voice in school affairs.

It aids in reducing labor turnover and training costs.

It allows the business to provide a work-experience laboratory for training of Vocational Students.

It aids in making regular employees conscious of their own training needs.

It establishes an atmosphere of responsibility among employees who are assigned as training supervisors.

It creates dependability and good work habits among young persons.

It promotes training with occupational objectives in mind.

## HOW DOES THE VOCATIONAL PLACEMENT PROGRAM OPERATE?

### In the Classroom

(High School Students)

The student is enrolled in academic subjects along with his/her vocational class.

Instruction is provided in both the general education program and the Vocational Education program with student's enrolled in specific occupational areas of training.

The coordinator matches the student's vocational training to job requirements and individual needs.

The student spends half of his day in classroom instruction and a half day in a bona fide training experience.

(Adult Students)

The adult students are enrolled in full time programs 30 hours per week, 11 months per year. They study theory in the classroom with the opportunity to apply it in a lab/classroom/shop setting. These students are prepared for entry level jobs in their respective areas of training. Full time classes are offered in Auto Mechanics, Refrigeration/Air Conditioning, Appliance Repair, Industrial Electricity, Licensed Practical Nursing (LPN), Adult Basic Education, and numerous part-time training programs.

### On the Job

Students are screened by the placement coordinator for aptitudes and interests, but the training sponsor makes the final selection.

Students become members of the business organization's staff of employees on a part-time basis, receiving regular wages.

Students learn by doing, putting into practice the knowledge which they have gained through their vocational training.

Students work a minimum of 15 hours weekly, on the job. Work time is taken from the student's occupational class schedule with the student continuing to attend classes in the general education program.

In most instances the student will attend school in the morning and work in the afternoon, leaving school after the noon lunch.

Students are supervised by trained, experienced employees, according to a preplanned schedule of work experiences.

## WHAT IS THE COORDINATOR'S RESPONSIBILITY TO YOU?

To provide qualified part-time student-trainees who will mature with job experience and become proficient employees of the organization.

To assist in establishing a suitable training program and schedule for the individual student-trainee.

To develop individual study guides for classroom work which will provide the student-trainee with specific information which relates directly to his job and area of training.

To work closely with you, the training sponsor, to insure a sound training program for the individual student-trainee.

To evaluate the student-trainee's progress regularly to insure satisfactory job performance.

To maintain a close working relationship with the management and training supervisors.

To assist you, the training sponsor, in every way to fulfill each student-trainee's occupational objective and training needs.

## WHAT ARE YOUR RESPONSIBILITIES TO THE COORDINATOR, THE STUDENTS, AND THE SCHOOL?

To provide suitable employment for part-time student-trainees, offering an opportunity for job experiences and learning.

To plan a work schedule that will lead to job progression and rotation of duties as the student-trainee develops ability and skill.

To appoint a qualified, experienced employee to supervise the student-trainee on the job, following the training plan wherever possible.

To work closely with the coordinator in carrying out the student's training objective.

To encourage the student-trainees to develop good work habits and attitudes.

To provide the coordinator with training materials which your organizations may have on hand.

To volunteer to speak to student groups, club organizations, and in classrooms about your business, its opportunities, and its career possibilities.

To make suggestions which you think could or would improve the program and strengthen the training.

To encourage other businessmen such as yourself to engage in training activities.

To pay a fair and equitable wage in relation to the student-trainee's skill, ability, and experiance.

To make the student's work hours sufficient for training, but to allow reasonable time for study and relaxation.

HOW TO TRAIN A STUDENT IN YOUR ORGANIZATION

1. Orientation to the business, employees, and operation is vital.

2. Assign the student to a training supervisor, give him a definite schedule, and instruct him in job responsibilities.

3. Acquaint him with payroll procedures, personnel policies, and rules and regulations.

4. Put him on your team and remind him that he must be productive and dependable and show ability to progress.

5. Remind him that he is in a training situation and that you will expect him to perform to the best of his ability.

6. Inform him that you and the coordinator will evaluate his work regularly and that you will grade his job performance and progress.

7. Inform the student of his acceptance as an employee and let him know where he stands with you; never keep him guessing.

8. Reward the student with a pat on the back for a job well done as you would criticize him for errors and lack of judgement.

9. Teach him the importance of profits to your business and to himself; expect high standards of work and productive performance.

10. Guide him in developing proper work habits and attitudes, and help him increase his skills and knowledge.

11. Correct faulty judgements and improper techniques before they become habitual.

12. Confer with the coordinator regularly regarding the student's training; keep private matters confidential.

## HOW TO TEACH STUDENT-TRAINEES

Step 1 Prepare the learner. Put him at ease, thoroughly explaining the why before showing the how. Make certain you have his complete attention and that he is ready to learn. Complete one step at a time, making certain that the trainee understands before proceeding to the next step.

Step 2 Present the material or procedure to be learned. Present one point at a time, ask the trainee to repeat the process or to give back information, explaining "why" as he does so. Question the trainee frequently, correcting errors or incorrect procedures. Long or detailed processes should be broken into smaller units for easier explanation. Never assume that the trainee knows, remember that procedures familiar to you will be foreign to him.

Step 3 Demonstrate when possible. Always show the trainee, allowing him to repeat the process. Illustrate a task to be done, use an example, always show more than you tell, and correct errors immediately.

Step 4 Apply the learning. After your detailed explanation, have the student demonstrate the procedure, showing how he would perform on the job. Question him as to why, let him perform under actual job situations, and present problems to check his reasoning.

Step 5 Check the learner. Observe the trainee under actual working conditions. Correct faulty procedures and techinques, and test trainee's knowledge and understanding. Make certain he knows where to get assistance. Check his judgment. When the trainee is ready for the job, let him assume his responsibility; this is best possible proof that you instructed well.

## HOW TO SUPERVISE THE TRAINEE'S WORK

The trainee you have employed is a human dynamo, bubbling with energetic enthusiam and full of young ideas-- but lacking in self-confidence. He is shy, eager to please, and wanting acceptance by the employees and management.

Your job of supervision is largely a matter of allowing the trainee to find himself. You will be required to exhibit patience, understanding, tact, tolerance--all mixed with a sense of humor.

Supervision should draw the best from the trainee. Stimulate his thinking, ask his opinions, give him responsibility, recognize his ability, and teach him to accept his limitations. Supervision is based on these sound rules:

1. Assign work within reasonable bounds of physical strength.

2. Recognize that young people lack muscular coordination and sound judgement.

3. Remember that youngsters have outbursts of emotions and exhibit poor behavior at times, rebelling at authority. Ignore them (if possible), and the situation will correct itself.

4. Give criticism fairly, without emotion, and let trainees discover their own mistakes.

5. Use the "We" rather than "I" approach.

6. Put trainees on your team, treat them as adults, and reward good deeds with added responsibility.

7. Give instruction clearly, telling <u>why</u> as well as <u>how</u>.

8. Expect the best from trainees; never accept poor quality; teach them pride in a job well done.

9. Set a good example for trainees to imitate.

10. Point trainees toward a goal and help them achieve it.

## WHAT RECORDS WILL YOU BE REQUIRED TO MAINTAIN ON THE TRAINEE?

There is only one record that you, the training sponsor, will retain in your files. It is the original copy of the student's individual training agreement which you and the coordinator have agreed upon shortly after placing the student on the job.

The coordinator will periodically bring you an evaluation sheet which is used to rate the student's job progress. It is important that you spend some time in making an accurate appraisal of the student, because the coordinator uses this rating to grade the student's work performance, to counsel the student, and to coordinate the student's classroom assignments with on-the-job training. It evaluates the student on his progress, initiative, reliability, loyalty, and cooperation. The coordinator will bring the form to you each time for your analysis and evaluation. A sample of the evaluation form is included for your study and reference.

Another form which is used by the coordinator is an introductory card. You will receive it when interviewing prospective student-trainees. A sample is shown to assist you in understanding its purpose. The card is designed to make direct introduction of the student to you, and it will save you time because an appointment has been made. It eliminates unnecessary calls from students, and it assures you that the student is a bona fide Vocational Education student who has been interviewed, screened, and accepted into the program of training by the coordinator.

# TRAINING AGREEMENT

## PLACEMENT PROGRAM

## ALCOA, BLOUNT COUNTY, MARYVILLE SCHOOLS

Copies to: Training Sponsor
School
Student

1. On-The-Job Training_____
2. On-The-Job Observation___
3. Summer Employment_____

This Cooperative Training Agreement Program is organized to provide _____ with instruction and training in the occupation of _____ code _____
City _____ School _____ Teacher-Coordinator _____

### PLACEMENT INFORMATION

Student-Learner's home address _____ Tel. No._____

Male____Female____Grade____S.S.No._____ Date of Birth _____,19____

Age last birthday_____Evidence of age verified by _____

Health record signed by Dr. _____ showing fitness for employment.

Date entered cooperative program_____,19__for school year 19__- ____.

Training Sponsor _____ address _____Tel. No._____

Contact Person _____ Date of Placement _____

Starting Wage $_____ per hour

Vocational Class meets from_____ a.m. p.m. to_____ a.m. p.m.

### EMPLOYMENT SCHEDULE

| DAY | TIME OF WORK | | BREAKTIME | TOTAL WORK HRS. | TOTAL HOURS IN SCHOOL |
|---|---|---|---|---|---|
| | From | To | | | |
| Monday | | | | | |
| Tuesday | | | | | |
| Wednesday | | | | | |
| Thursday | | | | | |
| Friday | | | | | |
| Saturday | | | | | |
| Sunday | | | | | |
| | | | TOTAL | | |

A Training plan or Schedule of Processes, including unit on Safety, for this student is on file in the Teacher-Coordinator's Office and Training Sponsor. Yes_____ No_____

We, the undersigned, understand and agree to meet the requirements for the program as provided in the Rules & Regulations and Minimum Standards for Vocational Education in Tennessee.

Training Sponsor _____ Student-Learner _____

Parent or Guardian _____ Vocational Instructor _____

Placement Coordinator_____ Field Supervisor _____

Date of Approval _____

This form replaces Employment Work Permit and Age Certificate (Issued by Superintendent of Schools) for Cooperative Students only.

VOCATIONAL PLACEMENT PROGRAM

ALCOA, BLOUNT COUNTY, and MARYVILLE SCHOOLS

EVALUATION OF THE STUDENT ON THE JOB

| Student | Training Agency | Immediate Supervisor |
|---|---|---|
| Teacher-Coordinator | School | Occupational Class |

| | Date of Rating | | | |
|---|---|---|---|---|
| RATING KEY<br>E-Excellent G-Good S-Satisfactory U-Unsatisfactory N-Not App. | | | | |
| ATTENDANCE AND PUNCTUALITY<br>Consider student's attendance and punctuality on the job. | | | | |
| GENERAL ATTITUDE<br>Consider behavior effect on others; student's attitude toward the job, other employees, the public and management; student's attitude toward criticism. | | | | |
| PERSONAL APPEARANCE<br>Consider degree habits and acceptable job appearance. | | | | |
| INITIATIVE<br>Consider degree of enterprise and judgement. | | | | |
| KNOWLEDGE OF JOB<br>Consider degree of knowledge of assigned tasks and responsibilities; degree of improvement in skills and efficiency. | | | | |
| QUALITY OF WORK<br>Consider degree of accuracy, orderliness, thoroughness, and neatness. | | | | |
| EFFECTIVE USE OF TIME<br>Consider amount of output and efficient work habits. | | | | |
| ABILITY TO FOLLOW INSTRUCTIONS<br>Consider degree of alertness and supervision needed. | | | | |
| ABILITY TO ASSUME RESPONSIBILITY<br>Consider degree of self-reliance and leadership ability. | | | | |

NOTE: The immediate supervisor is urged to make comments on the progress of the student on the reverse side of this page.

Your suggestions for improvement will be helpful to the placement-coordinator in counseling the student for better job performance.

COMMENTS:

Date:_____ Rated by:_____

Date:_____ Rated by:_____

Date:_____ Rated by:_____

Date:_____ Rated by:_____

VOCATIONAL PLACEMENT PROGRAM

Alcoa, Blount County and Maryville Schools

INTRODUCTORY CARD

This will introduce_____

To: M_____

Organization:_____

Appointment:_____ a.m. p.m.

This student has applied for the vocational placement program.

Thank you,

_____

Placement Coordinator

# VOCATIONAL GUIDANCE AND PLACEMENT PROGRAM

Occupational Opportunities
Through On-the-Job Training

# VOCATIONAL EDUCATION HANDBOOK

Sponsored by
**Alcoa, Blount Co., Maryville Schools**
In Cooperation With
**State Dept. of Vocational-Technical Education**

# INTRODUCTION

The purpose of the Vocational Education Handbook is to provide students with an awareness of the different occupational programs offered by the Vocational Education Department. Information contained in this handbook will help students in selecting the appropriate vocational program.

A sample four year high school curriculum is available for each occupational program. Parents and students should understand that these sample curriculums are provided to help the students in planning their high school classes. There are a wide range of vocational and academic offerings available through the Vocational Education Department and the local high schools.

Students should contact their local high school guidance counselors or vocational placement coordinators for individual assistance in scheduling and planning of course selections.

Also, included in the handbook is a course description of each occupational offering. Students should note course requirements and special abilities and aptitudes needed for success in the program. A list of employment possibilities are available for students who complete the training programs.

We ask that you study the information contained in this handbook and share it with your parents. The vocational staff at both Heritage High School and the Blount Occupational Education Center are available to help you with any questions that you might have about the Vocational Education Program offered by the Maryville, Alcoa and Blount County Schools.

Charles E. Bean
Vocational Guidance and
Placement Coordinator
Heritage High School Vocational
984-1300

Cleve Kidd
Vocational Guidance and
Placement Coordinator
Blount Occupational
Education Center
982-8152

This handbook was developed by local vocational instructors and high school guidance counselors during a vocational guidance and placement workshop in the summer of 1979. The Vocational Placement Program is sponsored by the Maryville, Alcoa and Blount County Schools in cooperation with the State Department of Vocational-Technical Education.

CONTENTS


Introduction

A. High School Vocational Offerings

1. Pre-Vocational 1
2. Vocational Agriculture 2
3. Air Conditioning/Refrigeration/Appliance 5
4. Auto Body Repair 7
5. Auto Mechanics 9
6. Child Care 11
7. Food Services 13
8. Cosmetology 15
9. Distributive Education 17
10. Drafting 19
11. Industrial Electricity 21
12. Electronics 23
13. General Building Trades 25
14. Welding 27
15. Machine Shop & Sheet Metals 29
16. Health Occupations 31
17. Vocational Office Education 33

B. Adult Vocational Programs 35

C. High School Guidance Counselors 37

## PRE-VOCATIONAL

An occupational exploratory course is available to all ninth grade students in the Blount County School System. This occupational orientation course is one semester in length and includes the following:

1. An orientation to the fifteen occupational clusters as defined by the USOE.
2. A study of shop safety, use of hand tools and hands-on experience in a shop setting in the making of a wood and plastic project.
3. A three-week orientation to the vocational education program with the opportunity to participate in three of the occupational classes on a one-week rotating basis. Students spend approximately one week in each occupational area where they are given the opportunity to participate in lab-shop/classroom activities.
4. A student assessment program provided through the cooperation of the high school guidance staff.

Students will have an opportunity to study in-depth, programs of special interest to them. The placement coordinator, guidance counselor and the occupational orientation staff will work closely with the students during the course to assist them in selecting programs of special interest and benefit to them. Efforts will also be made to involve parents in the process of career planning, and for the selection of courses for the remainder of the student's high school education. A feature of the program will include individual counseling, aptitude and interest testing, self awareness and decision making, and the individualized study through research and exposure to USOE job clusters.

VOCATIONAL AGRICULTURE

COURSE DESCRIPTION

Agricultural Science:
- Animal science - breeds, importance and uses, selection
- Mechanics - masonry, hand tools, electricity, welding, safety, cold metal, carpentry
- Soil science - nature, importance and properties of soil, controlling erosion and runoff, conserving soil and water
- Plant science - importance, growth, identification and selecting plants, reproduction, seedbed preparation and planting
- Supervised Agricultural Experience Program - planning, establishing and keeping records
- Leadership training - FFA activities, parliamentary procedures, public speaking

Agricultural Production:
- Animal science - anatomy, nutrition, care physiology, management, disease, pests, evaluating and judging
- Soil science - identification, selection, seeding, reforestation, harvesting, insect and pests. Pre-horticulture section.
- Leadership - review FFA activities, study for awards, degrees, offices, advancements and opportunities
- Agricultural mechanics - power tools, hot metal works, masonry, plumbing, electricity, tractor operation and safety
- Agricultural management - importance of good management, basic decision making, principles of economics, agriculture finance, agriculture planning, credit, records, insurance, taxes, agriculture programs, agriculture services, agriculture marketing, and leadership

Agricultural Mechanics:
- Design and construction of agricultural equipment, assembly of new agriculture equipment, advance study in welding, cool and hot metals, woodworking, surveying and transit use, power and machinery, sales and salesmanship, building construction, fence construction, selection of materials, leadership activities

Ornamental Horticulture:
Plant identification and classification, structures and equipment, weed control, soils, propagation, developing and maintaining landscape, plant production, establishing and maintaining turfs, insects and disease control, merchandising plants and supplies

Greenhouse Management and Operation:
Opportunities in managing and operating a greenhouse, structure's location and equipment, plant classification and identification, plant growth and development, soils and media, nutrients propagation, growing, environment, insects, diseases, weeds and business management

## REQUIREMENTS, APTITUDES AND ABILITIES NEEDED FOR SUCCESS IN THE PROGRAM

A student must have an interest in agriculture and be able and willing to work outdoors. The student must be in good physical condition, possess mechanical aptitude and be willing to work long hours. The student must possess a cooperative attitude and like to work independently on projects.

## JOB POSSIBILITIES AFTER COMPLETING THE TRAINING PROGRAM

Farm owner or manager, farm salesman and serviceman, farm worker, livestock herdman, preparation for professional training in veterinary science, animal science, plant science, agricultural education, extension work, farm machinery mechanics, parts manager, greenhouse worker, nurseryman, landscaping work, garden center employee.

SAMPLE FOUR YEAR SCHEDULE

for Vocational Agriculture Program

| SUBJECTS | SUBJECTS | SUBJECTS | SUBJECTS |
|---|---|---|---|
| Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| English | English | English | English |
| Math | Economics (1 sem.) | Amer. History | Agriculture |
| Science | Agriculture | Agriculture | Elective |
| Health (1 sem.) | Elective | Elective | Elective |
| P. E. (1 sem.) | Elective | Elective | Elective |
| Pre-Occ. (1 sem.) Agriculture | | | |

Programs at Alcoa High School and Maryville High School may vary to some extent.

## AIR CONDITIONING/REFRIGERATION/APPLIANCE REPAIR

### COURSE DESCRIPTION

Students in this cluster program will have the opportunity to develop skills in both occupational areas and thus be better prepared for available jobs. The appliance repair area will cover the repair and installation of large and small appliances. The refrigeration and air conditioning area will include the basic principles of refrigeration, motors, controls, service, installation, air conditioning principles, systems, repairs, auto air conditioning systems and servicing. Students work on practical projects as part of their training and also install heating and cooling systems in the houses built each year by the Building Trades program.

### REQUIREMENTS, APTITUDES AND ABILITIES NEEDED FOR SUCCESS IN THE PROGRAM

Be at least a sophomore and be able to lift moderately heavy loads, have good eyesight and the ability to work in close quarters is also helpful. Have a pleasing personality, be willing to keep up-to-date in a constantly changing field, have mechanical ability, be able to read and follow technical directions and have the ability to work independently and solve problems.

### JOB POSSIBILITIES AFTER COMPLETING THE TRAINING PROGRAM

Persons taking air conditioning and refrigeration/appliance repair will have the following types of job qualifications:

(1) In small appliance repair students can repair irons, toasters, bake ovens, garbage disposals and compactors, mixers, blenders, etc.

(2) Residential refrigeration workers work on home freezers, home and gas refrigerators, window unit conditioners and central heat and air conditioning which includes gas, oil and electric furnaces.
(3) Commercial refrigeration work includes reach-in and walk-in coolers, frozen food and milk displays, milk coolers, etc.

Jobs in small appliance repair and commercial and residential refrigeration are excellent both locally and in outlying areas.

Students interested in college engineering and/or tech school would benefit from practical experience in this class.

SAMPLE FOUR YEAR SCHEDULE

for Air Conditioning/Refrigeration/Appliance Repair Program

| SUBJECTS | SUBJECTS | SUBJECTS | SUBJECTS |
|---|---|---|---|
| 9th Grade | 10th Grade | 11th Grade | 12th Grade |
| Math | English | English | English |
| English | Economics (1 sem.) | Amer.History | Ref./Air Cond. |
| Science | P. E. (1 sem.) | Ref./Air Cond. | Ref./Air Cond. |
| Pre-Occ.(1 sem.) | Ref./Air Cond. | Ref./Air Cond. | Ref./Air Cond. |
| Health (1 sem.) | Ref./Air Cond. | Ref./Air Cond. | Elective |
| P. E. (1 sem.) | Elective | Elective | Elective |
| Elective | | | |

AUTO BODY REPAIR

## COURSE DESCRIPTION

The course will provide the necessary instruction in repairing damaged auto bodies and body parts. Included are the skills necessary in using tools in removing and replacing upholstery, trim, accessories, painting and estimating repairs.

Instructional units include: (a orientation, (b) safety, (c) sanding for paint and plastic, (d) masking, (e) surfacing, (f) compounding, (g) apply top coat, (h) use of hand tools, (i) use of power tools, (j) oxyacetylene welding, (k) metal straightening, (l) panel replacement, (m) parts with fasteners, (n) body and frame alignment, (o) remove and replace trim (p) remove and replace glass.

## REQUIREMENTS, APTITUDES AND ABILITIES NEEDED FOR SUCCESS IN THE PROGRAM

The minimum grade for enrollment is the sophomore year and then only if there is room for extra students in the class after all juniors and seniors have been placed. Students enrolling in Auto Body should be in good physical condition and be able to lift, bend, kneel, have good corrected vision, be able to judge distances and space relationships.

Students should be creative and get personal satisfaction from improving things and have aptitude for working with mechanical tools and equipment. Students must like physical activities and enjoy working with hands and be willing to work indoors and in noisy and dusty areas. They must be able to work independently after getting directions from teacher. They must have a positive work attitude such as willingness to learn and do quality work. Students must be dependable and be able to get along with people.

## JOB POSSIBILITIES AFTER COMPLETING THE TRAINING PROGRAM

Private repair garages, car dealers, paint and body shops, insurance companies, etc. Job titles include: body repairman, refinisher, painter or combination of the above.

Most persons who enter the occupation can expect steady work because the automobile repair business is not affected much by changes in economic conditions. Job opportunities will be best in heavily populated areas.

### SAMPLE FOUR YEAR SCHEDULE

### for Auto Body Repair

| SUBJECTS | SUBJECTS | SUBJECTS | SUBJECTS |
|---|---|---|---|
| 9th Grade | 10th Grade | 11th Grade | 12th Grade |
| English | English | English | English |
| Science | P. E. ( 1 sem.) | Am. History | Elective |
| Math | Economics (1 sem.) | Elective | Elective |
| P. E. (1 sem.) | Elective | Elective | Auto Body |
| Health (1 sem.) | Elective | Auto Body | Auto Body |
| Pre-Occ. (1 sem.) | Elective | Auto Body | Auto Body |
| Elective | | | |

Exceptions:

At Alcoa High School, physical education is required all four years; therefore, P. E. must be substituted for an elective in each of the eleventh and twelfth grades.

At Maryville High School, physical education is required in the ninth, tenth and eleventh grades; therefore, one elective of the eleventh grade schedule must be changed to P. E.

# AUTO MECHANICS

## COURSE DESCRIPTION

The aim of this course is to provide trainees with a thorough understanding of the methods of servicing and repairing automotive vehicles. Trainees are taught to use the proper factory approved methods of servicing, repairing, and maintaining these vehicles. Training also includes learning to make the proper diagnosis using test equipment, precision measuring tools, such as micrometers, calipers, etc., service manuals and specifications.

Efforts are made to make the trainee as knowledgeable as possible in the trade using special equipment, technical manuals, service specifications, diagnosis and methods of repair. Skills and attitudes are developed that will produce safe and efficient working habits. Students gain practical work experience by working on cars during their two years in the program.

Trainees are taught to develop initiative, dependability, a willingness to follow instructions, a desire to cooperate with fellow workers, a wholesome attitude; and be recognized as outstanding in the trade.

## REQUIREMENTS, APTITUDES AND ABILITIES NEEDED FOR SUCCESS IN THE PROGRAM

A sincere desire to learn about auto mechanics and a strong interest in the automotive field as a career possibility are necessary. The ability to read and comprehend technical information and follow instructions is also necessary. A trainee should have mastered basic arithmetic, especially fractions and decimals. Students should have good manual dexterity, good depth perception, a pleasing personality, a cooperative attitude, good physical coordination, and the ability to solve problems and not be afraid to get greasy and dirty while working on cars and trucks.

## JOB POSSIBILITIES AFTER COMPLETING THE TRAINING PROGRAM

Auto manufacturing plants, auto repair garages, service stations, trucking industries, parts stores, public transportation industries, rental car agencies, automobile and truck sales, factory representatives, etc.

### SAMPLE FOUR YEAR SCHEDULE

### for Auto Mechanics Program

| SUBJECTS | SUBJECTS | SUBJECTS | SUBJECTS |
|---|---|---|---|
| 9th Grade | 10th Grade | 11th Grade | 12th Grade |
| English | English | English | English |
| Math | Economics (1 sem.) | Am. History | *Elective |
| Science | Biology | Algebra II | Elective |
| P. E. (1 sem.) | Algebra I | Auto Mechanics | Auto Mech. |
| Health (1 sem.) | P. E. (1 sem.) | Auto Mechanics | Auto Mech. |
| Pre-Occ.(1 sem.) | Elective | **Elective | Auto Mech. |
| Elective | | | |

* A study of federal, state and local governments is taken in senior year at Maryville High School

** P. E. required at Maryville three years, at Alcoa four years

CHILD CARE
(Child Care is offered along with food service at BOEC)

COURSE DESCRIPTION

Child Care is based on the duties of a person who helps with the activities of children such as: guiding development through play activities, planning programs and activities for 2, 3, and 4 year olds. Working with children and operating a child care center are included in the course.

REQUIREMENTS, APTITUDES AND ABILITIES NEEDED FOR SUCCESS IN THE PROGRAM

It is strongly recommended that the student have at least one year or more of home economics. The student must have good mental and physical health, enjoy working with children, be energetic, creative, patient and have good use of arms and legs in play activities. The student must also be able to work with noise around them and be able to take and follow instructions.

JOB POSSIBILITIES AFTER COMPLETING THE TRAINING PROGRAM

Jobs may easily be found in day care centers, nursery schools, kindergartens and other child development areas. With more education after high school, one may teach elementary school.

SAMPLE FOUR YEAR SCHEDULE

for Child Care Program

| SUBJECTS | SUBJECTS | SUBJECTS | SUBJECTS |
|---|---|---|---|
| 9th Grade | 10th Grade | 11th Grade | 12th Grade |
| English | English | English | English |
| Science | Economics (1 sem.) | Amer. History | Child Care II |
| Math | *Home Ec. II | Child Care I | Child Care II |
| P. E. (1 sem.) | Elective | Child Care I | Child Care II |
| Health (1 sem.) | Elective | Child Care I | Elective |
| Pre-Occ. (1 sem.) | Elective | Elective | Elective |
| *Home Ec. I | | | |

* Suggested electives for Child Care background

FOOD SERVICES
(Offered only at BOEC along with Child Care)

COURSE DESCRIPTION

Food services, production and management is designed to prepare individuals for beginning jobs in the food service industry and will be based on the responsibilities of persons in these areas. Some class time will be spent working in a commercial kitchen.

REQUIREMENTS, APTITUDES AND ABILITIES NEEDED FOR SUCCESS IN THE PROGRAM

It is strongly recommended that a student have at least one year or more of basic home economics. The student should be able to work under a time schedule, have good mental and physical health, good eyesight, be able to take and follow instructions, be able to stand on feet for a long period of time and be able to do basic math.

JOB POSSIBILITIES AFTER COMPLETING THE TRAINING PROGRAM

Beginning level jobs in the areas of food services, production and management. Example: waiter, waitress, cook, hostess, baker and with more education, chef, dietician, etc. The food industry employs more people than any other industry.

SAMPLE FOUR YEAR SCHEDULE

for Food Services Program

| SUBJECTS | SUBJECTS | SUBJECTS | SUBJECTS |
|---|---|---|---|
| 9th Grade | 10th Grade | 11th Grade | 12th Grade |
| English | English | American Lit. | English |
| Science | Economics (1 sem.) | American Hist. | Food Services |
| Math | *Home Ec. II | Food Services | Food Services |
| P. E. (1 sem.) | Elective | Food Services | Food Services |
| Health (1 sem.) | Elective | Elective | Elective |
| Pre-Occ. (1 sem.) | Elective | Elective | Elective |
| *Home Ec. I | | | |

* Suggested courses for Food Services vocational program

# COSMETOLOGY

## COURSE DESCRIPTION

Cosmetology requires three periods a day and offers three credits per year. Cost of the program includes uniforms, workbooks and a kit which includes the necessities for the course.

Students work and learn in a beauty shop setting practicing and learning the basics of cosmetology. These basics are taught in an atmosphere which encourages each student to remain technically flexible in a field of constantly changing fashion trends.

A cosmetologist provides beauty service for customers. Some of the services include: shampooing and rinses, hair and scalp care, manicuring and nail care, hair shaping, hair dressing, styling, comb outs, permanent waving, chemical hair relaxing, facials, arching, lash and brow tinting, sterilization and sanitation, wig care and styling.

## REQUIREMENTS, APTITUDES AND ABILITIES NEEDED FOR SUCCESS IN THE PROGRAM

Good reading ability, imaginative and creative thinking, and the ability to get along with others are all important. Good eye hand coordination and good corrected vision and the development of manual dexterity are essential. Students should be in good health and be able to stand on their feet for long periods of time. Students must enroll as a sophomore in order to complete their 1500 hours of shop work before graduation.

## JOB POSSIBILITIES AFTER COMPLETING THE TRAINING PROGRAM

Cosmetologist, manicurist, sales jobs related to the cosmetology field.

SAMPLE FOUR YEAR SCHEDULE

for Cosmetology Program

| SUBJECTS | SUBJECTS | SUBJECTS | SUBJECTS |
|---|---|---|---|
| 9th Grade | 10th Grade | 11th Grade | 12th Grade |
| English | English | English | English |
| Science | P. E.(1 sem.) | Amer. History | Elective |
| Math | Economics (1 sem) | Elective | Elective |
| Health (1 sem.) | Cosmetology | Cosmetology | Cosmetology |
| Pre-Occ.(1 sem.) | Cosmetology | Cosmetology | Cosmetology |
| P. E. (1 sem.) | Cosmetology | Cosmetology | Cosmetology |
| Elective | | | |

# DISTRIBUTIVE EDUCATION

## COURSE DESCRIPTION

Distributive Education is a cooperative training program for selected high school students who plan a career in retailing, wholesaling, or service areas. By combining classroom instruction with actual experience on the job and with DECA activities, the student is trained in a variety of business opportunities. Juniors (eleventh grade students) get actual experience in store operation since they are responsible for the operation of a school store which is part of the overall program. The latest equipment will be available to all students in the cashier training program. Seniors (twelfth grade students) will earn more than $1,500 dollars per year working in such areas as department stores, grocery stores, specialty stores, variety stores, restaurants, and service areas. However, seniors must provide their own transportation to their on-the-job training.

## REQUIREMENTS, APTITUDES AND ABILITIES NEEDED FOR SUCCESS IN THE PROGRAM

Distributive Education is designed for a student to enter Marketing I (another name for Distributive Education) as a junior and proceed into Marketing II as a senior. Seniors spend one half day of their senior year working with pay in a distributive type occupation. The abilities to communicate and work with people plus a demonstrated ability in math are big assets for the D. E. student. The student must also be dependable, honest, clean, neat and have a willingness to learn and work.

## JOB POSSIBILITIES AFTER COMPLETING THE TRAINING PROGRAM

Students should be able to start at above entry level in many distributive type occupations. The advancement possibilities are great in the distributive area; over 50% of all jobs in the United States are in the field of distribution, so training in this area is broadly beneficial. Buyer, department manager, advertising and store manager are only a few advanced positions available to D. E. graduates with additional training.

SAMPLE FOUR YEAR SCHEDULE

for Distributive Education Program

| SUBJECTS | SUBJECTS | SUBJECTS | SUBJECTS |
|---|---|---|---|
| 9th Grade | 10th Grade | 11th Grade | 12th Grade |
| English | English | English | English |
| Science | *Gen. Business | Am. History | Elective |
| Math | P. E. (1 sem.) | Elective | D. E. |
| P. E. (1 sem.) | Economics (1 sem.) | Elective | |
| Health (1 sem.) | Elective | **D. E. | D. E. Work Experience |
| Pre-Occ. (1 sem.) | Elective | D. E. | |
| Elective | | | |

* General Business is strongly suggested as a prerequisite for D. E.

** In the eleventh grade, D. E. may be taken for one credit or two credits. If D. E. is chosen for one credit, a third elective may be chosen.

In the senior year, D. E. meets in the classroom for one hour just before lunch. This frees the rest of the day for work experience.

Exceptions:

At Alcoa High School, physical education is required all four years; therefore, one elective in the eleventh grade and one elective in the twelfth grade must be changed to P. E.

At Maryville High School, physical education is required in the ninth, tenth and eleventh grades; therefore, one elective of the eleventh grade in the above sample schedule must be changed to P. E.

# DRAFTING

## COURSE DESCRIPTION

In the first year the student will be instructed in basic drafting techniques. He will become proficient in the use of all the basic tools of the draftsman. He will learn to prepare complete working drawings of machine parts and will learn the more important industrial processes relative to the work of a mechanical draftsman. In his second year of the program, the student will concentrate on the more important fields of specialization, such as architectural, structural steel, advanced machine drafting, civil drafting and industrial drafting. The third year, the student will concentrate on the field of civil drafting and cartography (mapmaking). He will become proficient in some of the more common duties of the field survey party member. Finally he will have the opportunity to learn most of the office calculations peculiar to the field of civil engineering.

## REQUIREMENTS, APTITUDES AND ABILITIES NEEDED FOR SUCCESS IN THE PROGRAM

The usual minimum grade for entering the Drafting program is sophomore. However, students who are enrolled in a college preparatory course of study who are unable to enroll for the entire course, may be eligible for the abbreviated two year program. Successful completion of Algebra I is desirable but not mandatory.

Should have an aptitude for math. Should have a sense of balance and proportion in design. All applicants must be eager to learn and willing to work on the drawing board to develop their skill.

## JOB POSSIBILITIES AFTER COMPLETING THE TRAINING PROGRAM

Following are some industries which use draftsmen: (1) architectural firms, (2) engineering firms, (3) manufacturing companies, (4) survey firms and highway departments, (5) city planning and utility companies, (6) building and construction industries, and (7) advertising agencies.

SAMPLE FOUR YEAR SCHEDULE

for Drafting Program

| SUBJECTS | SUBJECTS | SUBJECTS | SUBJECTS |
|---|---|---|---|
| 9th Grade | 10th Grade | 11th Grade | 12th Grade |
| English | English | English | English |
| *Math | Economics (1 sem.) | Amer.History | Drafting |
| Science | Elective | Drafting | Drafting |
| Health (1 sem.) | Elective | Drafting | Drafting |
| P. E. (1 sem.) | Elective | Elective | Elective |
| **Pre-Occ.(1 sem.) | Elective | | |
| Elective | | | |

* It is suggested that a drafting student take Algebra I and Geometry

** Required in Blount County Schools

# INDUSTRIAL ELECTRICITY

## COURSE DESCRIPTION

The industrial electricity program offers training in the following areas: residential, commercial and industrial electricity. The electricity department has built a "mock house" where students learn all the basics of residential wiring. The lab work involves the application of electrical and electronic theory to practice through the use of the training boards and models. Students completing the program may go directly into industry as beginning electrical workers, enroll in an apprenticeship program or take advanced training in a vocational-technical school or college.

The following curriculum is taught to students: (1) residential wiring - actual wiring of lab house and one building trades house, (2) lab experiments to familiarize the students with the over-all picture of electricity and electronics (what it is and what it will do), (3) basic electricity - theory lab experiments and wiring practice, (4) industrial motor control - theory and wiring of all types of motors and controls that are used in industry.

## REQUIREMENTS, APTITUDES AND ABILITIES NEEDED FOR SUCCESS IN THE PROGRAM

The students should be able to read and comprehend technical information and directions. A good math background (at least algebra) is also very helpful for students entering the program. Students should have the ability to work well with their hands and body. The ability to solve problems and be creative is also very helpful. Knowledge of math and the ability to read blueprints is also necessary for success in this field.

## JOB POSSIBILITIES AFTER COMPLETING THE TRAINING PROGRAM

Commercial and industrial construction work, industrial maintenance, electrical-electronics assembler, house wiring, warehouse worker, specialty troubleshooting, etc.

### SAMPLE FOUR YEAR SCHEDULE

### for Industrial Electricity Program

| SUBJECTS | SUBJECTS | SUBJECTS | SUBJECTS |
|---|---|---|---|
| 9th Grade | 10th Grade | 11th Grade | 12th Grade |
| English | English | English | English |
| Science | *Algebra II | Am. History | *Physics |
| *Algebra I | Economics (1 sem.) | Electricity | Electricity |
| P. E. (1 sem.) | P. E. (1 sem.) | Electricity | Electricity |
| Health (1 sem.) | Elective | Elective | Electricity |
| Pre-Occ.(1 sem.) | Elective | Elective | Elective |
| Elective | | | |

* Courses strongly recommended for the Industrial Electricity program

# ELECTRONICS

## COURSE DESCRIPTION

This course consists of a study of basic electricity and basic electronics. During the last semester of the second year, students branch out in the following areas: radio-TV, computer logic, industrial electronics, and audio work. Second year studies include training in commercial and industrial motor controls. Basic electronics, especially as used by industry is a part of the second year program. This program makes use of programmed materials and "live equipment and hardware" that prepares students for the real thing in electronics trades.

## REQUIREMENTS, APTITUDES AND ABILITIES NEEDED FOR SUCCESS IN THE PROGRAM

The student should have good manual dexterity. He should also possess either normal or corrected vision with good color perception. The ability to solve problems in a logical manner and be creative is also helpful in this trade. It is important that he be able to read and comprehend technical materials. The student should have a good math background with at least one year in Algebra, preferably more. Some skill in written and oral communication is necessary in this field. Patience is also an important trait to possess.

## JOB POSSIBILITIES AFTER COMPLETING THE TRAINING PROGRAM

Electrical-electronics assembler, warehouseman, commercial and industrial construction work, industrial maintenance, specialty trouble-shooting, etc. Companies hiring electronics trained students are: Burglar Alarm Company, Magnavox, Zerox, IBM, ALCOA, companies making small home computers, automatic electronics and industrial electricity.

SAMPLE FOUR YEAR SCHEDULE

for Electronics Program

| SUBJECTS | SUBJECTS | SUBJECTS | SUBJECTS |
|---|---|---|---|
| 9th Grade | 10th Grade | 11th Grade | 12th Grade |
| English | English | English | English |
| Algebra I | Algebra II | Amer. History | Electronics |
| Health (1 sem.) | Economics (1 sem.) | Electronics | Electronics |
| P. E. (1 sem.) | P. E. (1 sem.) | Electronics | Electronics |
| Pre-Occ.(1 sem.) | Elective | Geometry | Elective |
| Science | Elective | Elective | Elective |

Electives: A knowledge of physics and trigonometry would also benefit the student in the area of research and development.

# GENERAL BUILDING TRADES

## COURSE DESCRIPTION

Instruction is given in shop and construction safety, layout and construction in the areas of carpentry and masonry. The course provides practical experience on the real job. The course is based on the philosophy that you learn by doing. It prepares the student for employment. Students build a house each year as part of the training program.

Instructional units include the following: (1) orientation, (2) safety, (3) hand and power tools, (4) building materials, (5) plans, specifications and codes, (6) mathematics, (7) blueprint reading, (8) masonry, layout and installation, (9) plumbing, layout and installation, (10) carpentry, layout and construction, and (11) related information.

## REQUIREMENTS, APTITUDES AND ABILITIES NEEDED FOR SUCCESS IN THE PROGRAM

The student should be at least a sophomore and in good physical condition, be able to climb, kneel, carry heavy objects, etc. The student must be able to read and comprehend directions and details and be able to do basic math including fractions, figuring square footage, reading a rule to the nearest one sixteenth of an inch. Students should have good body coordination, be able to learn and apply building trade skills, such as physical work and be able to work in all types of weather. Emphasis is placed on attendance, punctuality, willingness to respond to actual on-the-job situations. The student must be willing to assume responsibility and go to advanced training program on a regular basis.

## JOB POSSIBILITIES AFTER COMPLETING THE TRAINING PROGRAM

Students completing Building Trades will be ready for an entry level job in many of the building trade areas such as carpentry, masonry, plumbing, dry wall, roofing, concrete finishing and related job areas such as building material sales, delivery and shop work.

Apprentice training programs are available to building trades program completers which offer many avenues for good jobs.

### SAMPLE FOUR YEAR SCHEDULE

### for Building Trades Program

| SUBJECTS | SUBJECTS | SUBJECTS | SUBJECTS |
|---|---|---|---|
| 9th Grade | 10th Grade | 11th Grade | 12th Grade |
| English | English | English | English |
| Science | Economics (1 sem.) | Am. History | Building Trades |
| Math | Math | Building Trades | Building Trades |
| Pre-Occ. (1 sem.) | Elective | Building Trades | Building Trades |
| P. E. (1 sem.) | Elective | Building Trades | Elective |
| Health (1 sem.) | Elective | Elective | Elective |
| Elective | | | |

Suggested electives may include: General Business, Public Speaking, Industrial Arts, Personal Typing, and Bookkeeping.

The Co-Op program is available to senior Building Trade students who have demonstrated exceptional ability in one of the building trades areas.

# WELDING

## COURSE DESCRIPTION

This course includes a study of the following: safety, hand tools, soldering, forging, ornamental iron, and fundamentals of welding; horizontal and vertical and overhead positions, pipe welding, flame cutting, tig, aluminum welding, carbon arc, cast iron, hard surfacing, brazing and soldering. The latest techniques of welding used in industry are introduced.

## REQUIREMENTS, APTITUDES AND ABILITIES NEEDED FOR SUCCESS IN THE PROGRAM

Must be at least a sophomore. Student must be able to do basic math and be able to read and comprehend technical data. The student must also be able to carry out detailed instructions and orders. Persons planning careers as welders need manual dexterity, good eyesight, and good eye hand coordination. They should be able to concentrate on detailed work for long periods of time, and should be free from any physical disabilities that would prevent them from bending, stooping and working in awkward positions. It is also helpful if the student is mechanically inclined.

## JOB POSSIBILITIES AFTER COMPLETING THE TRAINING PROGRAM

Repair and specialty shops offer a large number of job possibilities. Residential, commercial and industrial construction all use a large number of welders. Almost two-thirds of the welders help manufacture goods such as: boilers, bulldozers, trucks, ships, heavy machinery, etc. Most of the rest repair metal products or help construct bridges, large buildings and pipelines.

SAMPLE FOUR YEAR SCHEDULE

for Welding

| SUBJECTS | SUBJECTS | SUBJECTS | SUBJECTS |
|---|---|---|---|
| 9th Grade | 10th Grade | 11th Grade | 12th Grade |
| English | English | English | English |
| Science | Economics | Amer. History | Welding/Gen.Metals |
| Pre-Occ.(1 sem.) | P.E.(1 sem.) | Elective | Welding/Gen.Metals |
| Health (1 sem.) | Elective | Elective | Welding/Gen.Metals |
| P. E. (1 sem.) | Elective | Welding/Gen.Metals | Elective |
| Math | Elective | Welding/Gen.Metals | Elective |

Electives: Courses in shop, mathematics, mechanical drawing, physics and chemistry are helpful.

# MACHINE SHOP AND SHEET METAL

## COURSE DESCRIPTION

Sheet Metals - This course includes a study of the following: safety, hand tools, layout, machine nomenclature, machine operation, soldering, bench work, forging, ornamental iron, drilling, riveting, and spot welding.

Machine Shop - This course includes a study of the following: safety, hand tools, layout, machine nomenclature, machine operation, bench work, heat treat, drill press, lathe, vertical mill, horizontal mill, shaper, surface grinder, pedestal grinders, and blueprint reading.

## REQUIREMENTS, APTITUDES AND ABILITIES NEEDED FOR SUCCESS IN THE PROGRAM

Be at least a sophomore, be able to do basic math (additional math will be to your advantage) read and comprehend technical data, accept responsibility and follow detailed instructions and orders.

Aptitudes: Students should be in good physical shape, have good hand and eye coordination, manual dexterity, and good hearing. The person should enjoy making and building things from plans or blueprints, like working with machinery and not mind working in noisy and dusty areas.

## JOB POSSIBILITIES AFTER COMPLETING THE TRAINING PROGRAM

All industries that produce, manufacture, and/or fabricate metal objects employ persons with a metals training background. Sheet metal: layout, assembler, or installer. Machinist: machine operator, maintenance machinist, or production machinist. Job opportunities are good in this occupational area.

SAMPLE FOUR YEAR SCHEDULE

for Machine Shop and Sheet Metal Program

| SUBJECTS | SUBJECTS | SUBJECTS | SUBJECTS |
|---|---|---|---|
| 9th Grade | 10th Grade | 11th Grade | 12th Grade |
| English | English | English | English |
| Math | Economics (1 sem.) | Am. History | Machine Shop |
| Science | P. E. (1 sem.) | Machine Shop | Machine Shop |
| Health (1 sem.) | Machine Shop | Machine Shop | Machine Shop |
| P. E. (1 sem.) | Machine Shop | Machine Shop | Elective |
| Pre-Occ. (1 sem.) | Elective | Elective | Elective |
| Elective | Elective | | |

Electives: Additional math will be to your advantage.

One semester of speech or drama can be substituted for English in eleventh or twelfth grade

# HEALTH OCCUPATIONS

## COURSE DESCRIPTION

The program consists of a combination of classroom and laboratory instruction and clinical experiences in cooperating hospitals, nursing homes, dental and physicians offices in order to develop the trainee's skills and related technical knowledge required for job entry in a wide range of health occupations.

Instructional units include the following: Basic skills and procedures, health careers, anatomy, medical terminology, growth and development and nutrition.

## REQUIREMENTS, APTITUDES AND ABILITIES NEEDED FOR SUCCESS IN THE PROGRAM

Be a junior and show a sincere interest in and demonstrate an aptitude for success in the health fields. Good physical health, finger dexterity and good eye hand coordination is also highly recommended. Students in the program should be capable of working under pressure, able and willing to follow detailed instructions, be emotionally stable, have a sincere desire to help sick or injured, possess a mature personality and have high ethical standards and possess a cheerful disposition.

## JOB POSSIBILITIES AFTER COMPLETING THE TRAINING PROGRAM

Doctors offices, hospitals and clinics, nursing homes, dental offices, day care centers, public health departments and other health related service areas.

SAMPLE FOUR YEAR SCHEDULE

for Health Occupations Program

| SUBJECTS | SUBJECTS | SUBJECTS | SUBJECTS |
|---|---|---|---|
| 9th Grade | 10th Grade | 11th Grade | 12th Grade |
| Science | English | English | English |
| English | *Biology | Amer. History | Elective |
| Algebra I | Geometry | *Chemistry | Health Occup. |
| P. E. (1 sem.) | Economics (1 sem) | Health Occup. | Health Occup. |
| Health (1 sem.) | P. E. (1 sem.) | Health Occup. | Health Occup. |
| Pre-Occ.(1 sem.) | Elective | | |
| Elective | | | |

* recommended

# VOCATIONAL OFFICE EDUCATION

## COURSE DESCRIPTION

The office occupations program trains students for entry into the labor market as beginning clerical and stenographic employees. The office occupations student learns the basic duties and responsibilities related to office job requirements. Subject areas covered are general clerical, receptionist, filing, recordkeeping, typing, transcribing, office machines, mimeographing and duplicating, telephoning and communicating, mailing, grooming, personality development and model office. Advanced shorthand dictation is available for those with shorthand background. Office type projects are used to make this program realistic in function and nature. Students should be ready for entry level office jobs after successfully completing the program.

## REQUIREMENTS, APTITUDES AND ABILITIES NEEDED FOR SUCCESS IN THE PROGRAM

Introductory VOE or Typing I (C average) is basic pre-requisite for the beginning VOE program. Typing II (C average) and credit in at least one other business subject or Junior VOE is recommended for the Senior VOE program. Aptitudes and abilities needed for success in the program include interest in office work, desirable work habits, good attendance record, ability to get along with people, good command of English and spelling, understanding of business math, and good hand and finger dexterity.

## JOB POSSIBILITIES AFTER COMPLETING THE TRAINING PROGRAM

After successfully completing the VOE program, students should be able to obtain entry level employment as a file clerk, clerk-typist, bank teller, medical secretary, legal secretary, general office clerk, recordkeeper, receptionist, stenographer, general secretary, transcribing machine operator, typist, payroll clerk or insurance clerk.

SAMPLE FOUR YEAR SCHEDULE

for VOE Program

| SUBJECTS | SUBJECTS | SUBJECTS | SUBJECTS |
|---|---|---|---|
| Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| English | English | Amer. Lit.(1 sem) | Eng.Lit.(1 sem) |
| Science | Economics(1 sem.) | English (1 sem.) | English (1 sem.) |
| Math | P. E. (1 sem.) | Amer. History | VOE II |
| P. E.(1 sem.) | Pre-VOE | VOE I | VOE II |
| Health (1 sem.) | or | VOE I | VOE II |
| Pre-Occ. (1 sem.) | Typing I | | |

SUGGESTED ELECTIVES

| | | | |
|---|---|---|---|
| Gen.Bus.(2nd sem.) | Accounting I (1 or 2 sem.) | Shorthand | Any business course not yet completed |
| | Gen.Bus.(1 sem.) | Accounting I or Accounting II | Or other non-business electives |
| | Bus. English (1 sem.) | Business Law (1 sem.) | |

# ADULT EDUCATION

## PURPOSE OF THE PROGRAM

The purpose of the Adult Education Program is to provide vocational training to all area residents who want, need and can benefit from such training.

## BENEFITS

Classes will be set-up for you to learn new skills or to upgrade and expand your present skill areas. Instruction will be provided in the latest techniques and will be taught by instructors who are specialists in their field of work. Certificates will be awarded to those completing a course of study. Class attendance and performance records are maintained and are available to employers upon request by the student.

## SPONSORS

Adult education classes are cooperatively sponsored by the Alcoa, Blount County and Maryville School Systems. Administrative offices and most of the classroom space is at the Blount Occupational Education Center (B.O.E.C).

## PART-TIME PROGRAMS

Part-time classes are scheduled on a quarterly basis with 10-week Fall, Winter and Spring Quarters. Courses are offered in a wide variety of occupations. More information about the Adult Education Program may be obtained by calling 982-8152.

## FULL-TIME PROGRAMS

Full-time courses are presently being offered in three areas: Auto Mechanics, Air Conditioning & Refrigeration, and Welding. These classes meet at night for a period of six hours, five nights a week, and are approved for one or two school years of study. The courses are all approved for veterans attending school and receiving educational benefits through the Veterans Administration.

## ELIGIBILITY

Adult classes are available to all area residents who are interested in participating in these classes. More than 9,500 people have completed one or more Adult Education courses.

The small registration fee is far outweighed by the many benefits you will receive through enrollment in adult education courses.

## GENERAL EQUIVALENCY DIPLOMA PROGRAMS

If you as an adult had to leave school before graduation, you can benefit from the FREE ABE and GED programs. Classes will be offered both day and night during the school year. Call 982-7110 for more information.

## HIGH SCHOOL GUIDANCE COUNSELORS

| SCHOOL | COUNSELOR | SCHOOL TELEPHONE |
|---|---|---|
| Maryville High School | Nina Murphy | 982-1132 |
| Maryville Junior High School | Frances Taylor | 983-2070 |
| Alcoa High School | Geraldine Upton | 982-4631 |
| Alcoa Junior High School | Shirley Heatherly | 984-4240 |
| Heritage High School | Hubert Atchley | 984-5930 |
| | William Brickey | |
| | Kathleen Edwards | |
| | Eileen Lowe | |
| | Joan Lyndon | |
| William Blount High School | Ruth Ann Kirk | |
| | Carole Sneed | |
| | David West | |

# HOME ECONOMICS

## COURSE DESCRIPTION

Comprehensive Consumer and Homemaking Education:
These comprehensive courses are offered as Home Economics I, II, III and IV to all levels of high school students. They give knowledge and skills in all areas of homemaking including cooking, sewing, child care, home decorating, family relations, fashions, nutrition, wise buying, home arts and needle crafts, parenting, and managing. These courses provide experiences and educational training that helps prepare students for living. Semester courses are offered in family living, singles living, advanced clothing, foods, housing, child development and home management. These offer a more in depth study of the various areas of personality understanding, human nature, preparation for marriage, and the basics that prepare for "real life".

Home Economics courses are for both girls and boys. They provide educational training in the skills that prepare for the occupation of homemaking and the dual role of homemaker and wage-earner.

Leadership is emphasized and developed through FHA-HERO Club activities.

## REQUIREMENTS, APTITUDES AND ABILITIES NEEDED FOR SUCCESS IN THE PROGRAM

A student needs only to have an interest in the home and human relationships and a desire to learn about the skills of homemaking. The student must possess a cooperative attitude in learning how to improve personality, personal appearance and personal relationships.

## JOB POSSIBILITIES AFTER COMPLETING THE TRAINING PROGRAM

Students will be able to enter into the work, pleasures, and responsibilities of their home. They will have a better understanding of marriage, parenting, home management and how to cope with the dual role of homemaker and wage-earner in their adult lives.

SAMPLE FOUR YEAR SCHEDULE

for Home Economics Program

| SUBJECTS | SUBJECTS | SUBJECTS | SUBJECTS |
|---|---|---|---|
| 9th grade | 10th grade | 11th grade | 12th grade |
| English | English | English | English |
| Science | Economics (1 sem.) | Amr. History | Home Ec IV |
| Math | Home Ec II | Home Ec III | Singles Living |
| P. E. (1 sem.) | Elective | Family Living | Housing & Home Furnishings |
| Health (1 sem.) | Elective | Home Management | Child Devel. |
| Pre-Occ. (1 sem.) | Elective | Elective | Elective |
| Home Ec. I | | | |

Other combinations may be chosen using these Home Economics courses:

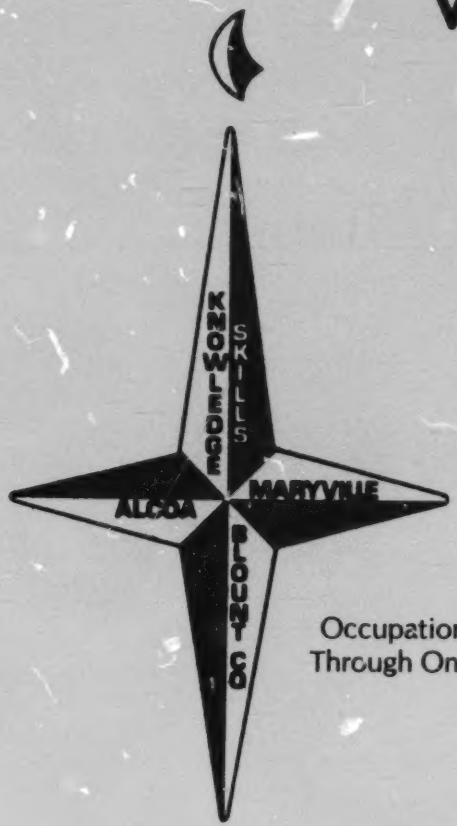
Year courses (1 credit)

Home Economics I
Home Economics II
Home Economics III
Home Economics IV

Semester courese (½ credit)

Family Living
Singles Living
Clothing and Textiles
Foods and Nutrition
Housing and Home Furnishings
Child Development
Home Management

# VOCATIONAL PLACEMENT PROGRAM




Occupational Opportunities
Through On-the-Job Training

# PRE-EMPLOYMENT SKILLS

## 5 EASY LESSONS TO JOB SUCCESS

Sponsored by
**Alcoa, Blount Co., Maryville Schools**
In Cooperation With
**State Dept. of Vocational-Technical Education**

## INTRODUCTION

The difficulties young people experience when making the transition from school to work has been recognized by leaders in government and education as a serious national problem. Students who have received their vocational training have entry level job skills that will assist them in preparation for a wide range of job opportunities on completion of their vocational training program.

The purpose of this handbook is to provide seniors who are enrolled in vocational education programs in the Maryville, Alcoa, and Blount County Schools with job seeking skills to assist them in locating and obtaining employment. It was developed as a guide to help graduating seniors work through the process of being prepared to locate and obtain employment, to progress on the job, and to develop a good attitude toward employment.

Charles E. Bean
Vocational Placement Coordinator
Heritage High School Vocational
984-1300

Cleve Kidd
Vocational Placement Coordinator
Blount Occupational Education
Center
982-8152

VOCATIONAL PLACEMENT PROGRAM

This handbook is the property of _____ who has successfully completed a Pre-Employment Skills Seminar sponsored by the Vocational Education Department of the Maryville, Alcoa, and Blount County Schools. This seminar is comprised of 10 hours of classroom instruction in the following areas: (1) Where and How to Find a Job, (2) The Job Application, (3) The Resume, (4) The Job Interview, and (5) Inter-Personal Skills.

The Pre-employment Skills Seminar was conducted at _____ _____ during the week of _____ to _____. It is hoped that the student will retain this handbook in his/her possession for a quick and easy reference for job related information.

TABLE OF CONTENTS

I. WHERE AND HOW TO FIND A JOB

II. THE JOB APPLICATION

III. THE RESUME

IV. THE JOB INTERVIEW

V. INTER-PERSONAL SKILLS

# I. WHERE AND HOW TO FIND A JOB

## I. WHERE AND HOW TO FIND A JOB

YELLOW PAGES

WANT ADS

STATE EMPLOYMENT AGENCY

PRIVATE EMPLOYMENT AGENCIES

FRIENDS, RELATIVES, ACQUAINTANCES

TEACHERS, COUNSELORS, PRINCIPALS

DIRECT CONTACT

SCHOOL PLACEMENT OFFICE

## EXERCISE 1

READ THE TWO HELP-WANTED ADS GIVEN BELOW. IN THE SPACES BENEATH THE ADS, WRITE EACH ABBREVIATION AND ITS WORD MEANING.

HELP WANTED

*WELDER - 2 yrs. exp. nec. Hvy. eqpt. maint. Gd. pay. Machine shop. North of city. Call 472-6072 for appt. aft. 5 p.m.*

HELP WANTED

*RECEPTIONIST-For Med. Office. Must have at least 1 yr. exp. Type 45 wpm Exc. ftr. Sal. oprn. Phone 261-6384 bet. 9-11 a.m.*

| WELDER | | RECEPTIONIST | |
|---|---|---|---|
| 1. YRS. | _____ | 1. MED. | _____ |
| 2. _____ | _____ | 2. _____ | _____ |
| 3. _____ | _____ | 3. _____ | _____ |
| 4. _____ | _____ | 4. _____ | _____ |
| 5. _____ | _____ | 5. _____ | _____ |
| 6. _____ | _____ | 6. _____ | _____ |
| 7. _____ | _____ | 7. _____ | _____ |
| 8. _____ | _____ | 8. _____ | _____ |
| 9. _____ | _____ | 9. _____ | _____ |
| 10. _____ | _____ | 10. _____ | _____ |

LISTED BELOW ARE SOME SAMPLE HELP-WANTED ADS. READ THE ADS AND NOTICE THE INFORMATION GIVEN ABOUT EACH JOB. USE THE INFORMATION TO COMPLETE EXERCISE 2.

HELP WANTED

*LUBE PERSON & PARTS CHASER Imported car dealership needs hard working young individual with exp. Driver's liv. nec. Good pay, working conditions, & advancement possibilities. Apply in person. Mr. Earl, 25 Valley Dr.*

*SERVICE station (2) attendants, full time, day or night shift. Call 246-9393.*

HELP WANTED

*NURSE'S AIDES, mature person, 11 to 7 a.m. shift, nursing home. Excellent fringe benefits. Call 768-2343 for appointment. 8 a.m.-12 noon.*

*WAITRESS, WAITER- exp. nec. Apply in person bet. 1-4 p.m. Ted's Steak House, 195 Park St.*

*DRAPERY: Experienced Garmentmaker & Drapery Machine Operator, for East Branch store. For appt. call 112-8513 before 5:00 p.m.*

## EXERCISE 1 - CONT.

HELP WANTED

*BLDG. CUSTODIAN, Full Time, Days Experience Preferred. Must have driver's lic. Call 343-8824.*

*NEWSPAPER ROUTE*
*EARLY morning, extra income, car necessary. Phone 442-0555. Call before noon only.*

*MAINTENANCE SUPERVISOR FULL TIME for apartments. Retired or near retirement age with knowledge of furniture repair, plumbing, and carpentry work. Live in, plus salary. Write P.O.Box 29. Give qualifications & phone number.*

*PARKING LOT ATTENDANT. Part time. Apply 73 S. 25th St. Joe Davis, Owner*

HELP WANTED

*SALES CLERK, RETAIL*
*Full time. National Drug Co. at Smith Ave. & Johnson St. Apply in person only.*

*SHIRT PRESSER WANTED*
*101 N. Rose Tree Ln.*
*Telephone: 454-6767.*

*SEMICONDUCTOR ASSEMBLERS*
*Exp. in assembly of small parts. High degree of manual dexterity necessary. Employment Office: 2502 Stuart Rd. Permanent Job. Good pay.*
*An equal opportunity employer.*

HELP WANTED - EMPLOYMENT AGENCIES

*Plumbers, Cooks, Carpenters, Day Workers, Chauffeurs and Gardeners. King Employment Agency, 52 Radnor Walk, 623-4033. Modest Fee.*

*SALESPERSON, sell baby portraits. No house to house. Leads furnished. Top comm. Paid daily. (206) 314-7788. After 5 p.m., call 915-7487.*

## EXERCISE 2

USE THE HELP-WANTED ADS ON PAGES 1 AND 2 TO FIND THE ANSWERS TO THE FOLLOWING QUESTIONS. WRITE YOUR ANSWERS IN COMPLETE SENTENCES.

1. TO ASK ABOUT THE NURSE'S AIDE JOB, WHAT TIME SHOULD YOU CALL?

_____

2. HOW MANY ATTENDANTS ARE NEEDED AT THE SERVICE STATION?

_____

3. BETWEEN WHAT HOURS SHOULD A PERSON APPLY AT TED'S STEAK HOUSE?

_____

EXERCISE 2 - CONT.

4. WHAT IS THE ADDRESS AND WHO IS THE OWNER OF THE PARKING LOT?

_____

5. WHAT TELEPHONE NUMBER WOULD YOU CALL FOR THE BUILDING CUSTODIAN'S JOB?

_____

6. BESIDES EXPERIENCE, WHAT ELSE IS NEEDED FOR THE JOB OF LUBE AND PARTS PERSON?

_____

7. WHAT ARE TWO REQUIREMENTS FOR THE JOB AS MAINTENANCE SUPERVISOR?

_____

8. WHERE IS THE NATIONAL DRUG COMPANY LOCATED?

_____

9. WHAT IS THE TELEPHONE NUMBER OF THE KING EMPLOYMENT AGENCY?

_____

10. IF YOU GOT A JOB THROUGH THE KING AGENCY, WHO WOULD PAY THE FEE?

_____

11. WHAT TELEPHONE NUMBER WOULD YOU CALL FOR THE JOB AS GARMENTMAKER?

_____

12. WHAT TIME OF DAY SHOULD YOU CALL FOR THE NEWSPAPER ROUTE?

_____

13. WHAT IS THE ADDRESS OF THE EQUAL OPPORTUNITY EMPLOYER?

_____

## EXERCISE 3

CIRCLE T IF THE STATEMENT IS TRUE. CIRCLE F IF IT IS FALSE. FIND YOUR ANSWERS IN THE HELP-WANTED ADS ON PAGES 1 AND 2.

T F 1. WAITRESSES AND WAITERS WOULD NOT HAVE TO HAVE PREVIOUS EXPERIENCE TO WORK IN TED'S STAEK HOUSE.

T F 2. SEMICONDUCTOR ASSEMBLERS WOULD NEED A HIGH DEGREE OF MANUAL DEXTERITY.

T F 3. NURSE'S AIDES ARE NEEDED FOR THE NIGHT SHIFT.

T F 4. THE PARKING LOT ATTENDANT WOULD WORK FULL TIME.

T F 5. AN APPLICANT FOR THE RETAIL SALES CLERK JOB SHOULD APPLY IN WRITING ONLY.

T F 6. THE HEADING, SALESPERSON, IN AN AD MEANS THAT THE PERSON WOULD ALWAYS HAVE TO TRAVEL FROM HOUSE TO HOUSE IN THIS TYPE OF JOB.

T F 7. A CHASER FOR THE IMPORTED CAR DEALERSHIP WOULD NOT NEED A DRIVER'S LICENSE.

T F 8. THE AD FOR A MAINTENANCE SUPERVISOR ASKS FOR A LETTER IN REPLY.

T F 9. THE PERSON SELLING BABY PORTRAITS WOULD BE PAID A COMMISSION ON THE SALES SHE OR HE MADE.

T F 10. FRINGE BENEFITS FOR NURSE'S AIDES WOULD BE EXCELLENT.

## USING THE TELEPHONE AND THE YELLOW PAGES

USE THE TELEPHONE TO SAVE TIME AND MONEY AS YOU LOOK FOR A JOB. YOU MAY PHONE ANY JOB SOURCE TO ASK IF THERE ARE OPENINGS AND WHAT DAYS AND HOURS THE COMPANY IS INTERVIEWING APPLICANTS (IF THEY ARE HIRING). THIS INFORMATION WILL HELP YOU TO PLAN YOUR JOB HUNTING. HOWEVER, DO NOT EXPECT TO GET A JOB OVER THE PHONE. YOU WILL ALWAYS NEED TO APPLY IN PERSON AT THE PLACE THAT HAS A JOB OPENING.

DEVELOP A PLEASING TELEPHONE PERSONALITY. WATCH YOUR TELEPHONE MANNERS. YOU CAN EITHER SELL OR DEFEAT YOURSELF WITH YOUR TELEPHONE VOICE AND MANNER. HERE ARE SOME IMPORTANT POINTERS ON HOW TO USE A TELEPHONE IN ASKING FOR A JOB INTERVIEW:

- SPEAK CLEARLY AND LOUD ENOUGH TO BE UNDERSTOOD. DEVELOP A FRIENDLY SPEAKING VOICE.
- IDENTIFY YOURSELF. GIVE YOUR NAME.
- ASK TO SPEAK TO THE PERSON IN CHARGE OF HIRING.
- USE THE NAME OF A PERSONAL REFERENCE IF YOU HAVE ONE.
- STATE THE PURPOSE OF YOUR CALL. NAME THE SPECIFIC JOB OPENING IF YOU KNOW IT.
- ASK FOR AN APPOINTMENT FOR AN EARLY INTERVIEW.
- BE SURE YOU UNDERSTAND THE INFORMATION ABOUT THE JOB AND INTERVIEW DATE.
- GET THE NAME OF THE PERSON TO WHOM YOU ARE TALKING. YOU MAY NEED TO CALL HER OR HIM AGAIN.
- SAY "THANK YOU" BEFORE YOU SAY "GOOD-BYE."

YOUR TELEPHONE BOOK HAS INFORMATION WHICH CAN HELP YOU IN YOUR JOB HUNTING. LOOK IN THE FRONT OF THE TELEPHONE BOOK FOR THE CALL-GUIDE. YOU WILL FIND THIS TYPE OF INFORMATION THERE: AREA CODE NUMBERS, RATES FOR OUT-OF-TOWN CALLS, AND DIRECTIONS FOR USING THE TELEPHONE AND TELEPHONE BOOK.

THE WHITE PAGES OF THE TELEPHONE BOOK CONTAIN THE NAMES OF INDIVIDUALS, COMPANIES, AND ORGANIZATIONS IN ALPHABETICAL ORDER. THE NAMES IN LARGE TYPE PRINTED IN THE TOP RIGHT AND LEFT CORNERS OF EACH DOUBLE PAGE ARE GUIDES TO HELP YOU FIND THE INDIVIDUAL NAMES AND PHONE NUMBERS. THEY ARE THE FIRST AND LAST NAMES LISTED ON THAT PAGE OF THE BOOK. EXAMPLE: THE LISTING OF *Diaz* AND *Dietz* AT THE TOP RIGHT CORNER OF THE PAGE MEANS THAT ALL OF THE NAMES WHICH OCCUR IN ALPHABETICAL ORDER BETWEEN THESE TWO WILL BE LISTED ON THAT PAGE.

MOST TELEPHONE DIRECTORIES HAVE AN INDEX TO THE YELLOW PAGES OR CLASSIFIED SECTION OF THE TELEPHONE BOOK. THIS INDEX SHOWS ALL OF THE BUSINESS HEADINGS THAT ARE LISTED IN THE YELLOW PAGES. FOR EXAMPLE, YOU WOULD LOOK UNDER THE HEADING "LAUNDRIES" TO FIND INFORMATION ABOUT THE LAUNDRIES LISTED IN THE YELLOW PAGES. THE YELLOW PAGES ARE AN IMPORTANT SOURCE OF POSSIBLE JOBS FOR YOU. FOR EXAMPLE, IF YOU WANTED TO WORK FOR A PRINTER, YOU WOULD LOOK FOR THE HEADING "PRINTERS." THEN YOU COULD CHOOSE THE NAMES OF DIFFERENT PRINTERS LISTED UNDER THAT HEADING TO VISIT AND INQUIRE ABOUT A POSSIBLE JOB OPENING.

## EXERCISE 4

USE THE YELLOW PAGES OF A TELEPHONE BOOK TO COMPLETE THE FOLLOWING EXERCISES.

A. *Locate the listing of a grocery store, a restaurant, a construction company, a hospital, a garage, and a school. List the name, address, and telephone number of each of these in the spaces below.*

| | NAME | ADDRESS | TELEPHONE |
|---|---|---|---|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |

B. *Copy the names, addresses, and telephone numbers of two bus lines where you might apply for a job.*

| | NAME | ADDRESS | TELEPHONE |
|---|---|---|---|
| 1. | | | |
| 2. | | | |

C. *Find the name, address, and telephone number of the local office of your state employment service.*

| NAME | ADDRESS | TELEPHONE |
|---|---|---|
| | | |

D. *If you wanted to apply for a job as an orderly or nurse's aide, under what heading in the yellow pages would you find the necessary job source?*

_____ *Write the name, address, and telephone number of the first three listed under this heading.*

| | NAME | ADDRESS | TELEPHONE |
|---|---|---|---|
| 1. | | | |
| 2. | | | |
| 3. | | | |

E. *Find the names, addresses, and telephone numbers of two local building contractors.*

| | NAME | ADDRESS | TELEPHONE |
|---|---|---|---|
| 1. | | | |
| 2. | | | |

F. *Copy the names, addresses, and telephone numbers of three private employment agencies.*

| | NAME | ADDRESS | TELEPHONE |
|---|---|---|---|
| 1. | | | |
| 2. | | | |
| 3. | | | |

G. *Find the names, addresses, and telephone numbers of three business, vocational or technical schools at which you receive training for a goodpaying job.*

| | NAME | ADDRESS | TELEPHONE |
|---|---|---|---|
| 1. | | | |
| 2. | | | |
| 3. | | | |

# II. THE JOB APPLICATION

## OBTAINING A JOB

The application is a starting point in obtaining a job. The following would constitute core content.

## THE APPLICATION

The Application is:

* A necessary step in getting a job
* A way for you to present your qualifications to an employer.
* A way for the employer to get information about you.
* A written picture of YOU.

Remember:

* A complete, neat and accurate application form can get you a job.
* An incomplete, sloppy or inaccurate application will eliminate you from being considered for hiring.

What kind of information does the employer request?

Generally, applications are all a little different. Some are long and some are short, but they all ask for seven basic kinds of information:

1. Personal Information - Who you are, where you live, phone number, Social Security Number, etc.

2. Employment Desired - A specific job you are applying for - Don't put "anything" on an application. There is no such job title.

3. Education - Information about your schooling.

4. Previous Employment - What work you have done, when you did it, why you left, etc.

5. References - People who can be contacted who can give information about the kind of person you are (reliable, honest, etc.).

   * Make sure these are people who know you.

* Adults with responsible positions in the community are listened to (clergy, teachers, etc.)

* Make sure they can be reached at the addressed and phone numbers you give.

* Make sure you have permissionto use them as references. It's polite and it notifies these people they might be contacted.

6. Physical Record - Any injuries or illnesses that would affect your work.

7. Hobbies or Interests - This can tell much about the kind of person you are and tell about your suitability for a particular job.

Tips of the Trade:

* Follow directions - Read the entire application before writing.

* Fill in all information that applies to you. It is asked for a reason.

* Pay attention to details - zip codes, addresses, phone numbers. They make a difference.

* Spelling does count.

Why is This Information Being Asked?

* To have information on those interested in working at a particular place.

* To have information on the suitability of people for particular jobs.

* To have a ready file of people to call on when jobs open.

* To eliminate unqualified and unsuitable job seekers. (Employers are busy and this saves time.)

??? What kinds of things would make a person unqualified or unsuitable???

What happens to the applications?

1. A good application can lead to a job interview.

2. A poor application can be discarded immediately.

3. An application can be kept on file for current or later use. (The length of time varies from one week to a year or more depending on the type and place of employment.)

Get it Right the First Time:

1. Read the entire application before filling it out. NOTE DIRECTIONS!!

2. Use a blue or black ball point pen unless pencil is requested.

3. Take a personal data sheet or card with you as an aid to filling in information on schooling, references, previous employment, etc. This will save you from asking for a phone book and will insure that all information given will be accurate and current.

4. Complete all items, if it doesn't apply, i. e. military experience, etc. Write in "Does not apply" or N/A (not applicable).

5. Return the application to appropriate person.

* * *

# APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

DATE _____ SOCIAL SECURITY NUMBER _____

NAME _____
Last First Middle

PRESENT ADDRESS _____
Street City State

TELEPHONE NO. _____ Height: _____ Weight: _____

DATE OF BIRTH _____ MARRIED _____ SINGLE _____

TOTAL NUMBER OF CHILDREN _____ NUMBER OF DEPENDENT CHILDREN UNDER 18 _____

EMPLOYMENT DESIRED

POSITION _____ Date you can start _____ Salary Desired _____

Are you employed now? _____ If so may we inquire of your present employer? _____

Ever applied to this company before? _____ Where? _____ When? _____

| EDUCATION | Name and Location of School | Years Attended | Date Grad. | Subjects Studied |
|---|---|---|---|---|
| Grammar School | | | | |
| High School | | | | |
| College | | | | |
| Trade, Business or Correspondence School | | | | |

Previous trade or industrial training: _____

Types of Office or Industrial Machines you can operate: _____

U. S. Military or Naval Service _____ Rank _____ Present Membership in National Guard or Reserves _____

Type of Discharge: _____

FORMER EMPLOYERS: start with most recent employer

| Date Month and Year | Name and Address of Employer | Salary | Position | Reason for leaving |
|---|---|---|---|---|
| From<br>To | | | | |
| From<br>To | | | | |
| From<br>To | | | | |
| From<br>To | | | | |

References: Give below the names of three persons not related to you, whom you have known at least one year.

| NAME | ADDRESS | BUSINESS | YEARS ACQUAINTED |
|---|---|---|---|
| 1. | | | |
| 2. | | | |
| 3. | | | |

PHYSICAL RECORD:

List any physical defects that would affect your employment

Have you any defects in hearing? In speech? In vision?

Were you ever injured? Give details

In case of Emergency Notify

Name Address Phone No.

I authorize investigation of all statements contained in this application. I understand that misrepresentation or omission of facts called for is cause for dismissal. Further, I understand and agree that my employment is for no definite period and may regardless of the date of payment of my wages and salary, be terminated at any time without any previous notice.

Date Signature

DO NOT WRITE BELOW THIS LINE

Interviewed by Date

REMARKS:

117

neatness personality character ability

Recommended for hire? If no, why?

# PERSONAL DATA SHEET

NAME_____ PHONE_____

ADDRESS_____ SOCIAL SECURITY NUMBER_____

SCHOOLS OR TRAINING:

| PLACE OF TRAINING | COURSE TAKEN | DATES ATTENDED | DATE COMPLETED |
|---|---|---|---|
| | | | |
| | | | |
| | | | |

REFERENCES:

| NAME | ADDRESS | CITY | STATE | ZIP |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |

JOB EXPERIENCE:

| COMPANY NAME | KIND OF BUSINESS | SUPERVISOR | SALARY |
|---|---|---|---|
| COMPANY ADDRESS | KIND OF WORK YOU DID | DATES EMPLOYED | REASON FOR LEAVING |
| | | | |
| | | | |

| COMPANY NAME | KIND OF BUSINESS | SUPERVISOR | SALARY |
|---|---|---|---|
| COMPANY ADDRESS | KIND OF WORK YOU DID | DATES EMPLOYED | REASON FOR LEAVING |
| | | | |

# III. THE RESUME

PERSONAL DATA SHEET

Name_____

Address_____

Telephone Number_____

Personal Information

Age_____ Height_____

Birthplace_____ Weight_____

Date of Birth_____ Physical Condition_____

Marital Status_____ Nationality_____

Education

Extracurricular Activities, Awards and Accomplishments (high school)

Experience

References (By permission)

PERSONAL DATA SHEET

Daniel Wunsch
1610 Midvale Avenue
Los Angeles, CA 90024
(213) 563-4182

Age: 18
Single
6'2" 175 pounds
Health: Excellent

EDUCATION

Senior at University High School
High school diploma, pending graduation
Major: Business education
Grade average: B+ (upper 15% of graduating class)

SCHOOL ACTIVITIES

Student body treasurer, senior year. Receive and disburse student body funds; keep records; prepare purchase requisitions.

Member of varsity basketball team, junior and senior years.

President of Junior Achievement Club, junior year. Organized University High Products Company which designed and sold personalized T-shirts.

WORK EXPERIENCE

Clerk/typist at NBC Television Studios for two summers. Typed forms and letters' sorted and distributed mail; operated Xerox duplicating equipment; acted as studio guide. Received Idea of the Month Award for work simplification suggestion which resulted in a reduction of errors.

Newspaper route, one year. Delivered 120 papers daily, made monthly collections, and solicited new subscriptions. Was instrumental in increasing circulation on route by 26 percent.

PERSONAL BACKGROUND

Lived first twelve years and attended public schools in Huron, South Dakota. Interests include model building and reading. Enjoy backpacking, volleyball, basketball and swimming.

REFERENCES (by permission)

Mr. Donald Click, Boys' Vice Principal, University High School; 11800 Texas Avenue; Los Angeles, CA 90049.

Mrs. Trudy Saffer, Business Instructor, University High School; 11800 Texas Avenue; Los Angeles, CA 90040.

Mr. Paul Guyer, Office Manager, NBC Television Studios; 3000 W. Alameda; Burbank, CA 91503.

OUTLINE

Name of firm
Address of firm

Date

Attention of:_____(title)

Gentlemen:

| | | |
|---|---|---|
| 1. | Opening | State your desire to become connected with the firm. |
| 2. | Personal | Give certain personal data, your age, whether married or single, whether you have children, whether you are in good health. |
| 3. | Education | Describe briefly your previous training and education. Name any special courses you have recently completed or are now studying. |
| 4. | Experience | Give a condensed outline of jobs you have held, with dates. |
| 5. | References | List three personal references. Get permission to use these names and say in the letter that you are using them by permission. Be sure to include the addresses of persons given as references. |
| 6. | Request | Ask for an interview. |

(Signature)

Yours truly,
Name
Address
Telephone Number

Below is an example of Outline filled in.

EXAMPLE

Date

Name of firm
Address of firm
Attention of_____Manager

Gentlemen:

1. It is my sincere desire to become connected with your organization, preferably in the bookkeeping or accounting department, although any position open at the present time that later may offer me the opportunity I am looking for, will be welcome.

Here is a sample application letter that Lois Solis wrote in answer to the following newspaper ad.

*Nurse's Aide. For new convalescent hospital. Must have own transportation. Some city travel involved. Prefer trained and experienced person. To apply, write: Dr. Anita Ortiz, P.O. Box 276, San Jose, Calif. 95103.*

1073 South 27th St.
San Jose, California 95103
October 7, 19--

Dr. Anita Ortiz
P. O. Box 276
San Jose, California 95103

Dear Dr. Ortiz:

Today's Daily News listed your ad for a nurse's aide to work in a convalescent hospital. I would like to apply for this job.

I am 28 years old and in good health. I have just completed the training course for nurse's aides at the Santa Clara County Hospital and received a rating of "Above Average." I can furnish character references and a letter of recommendation from my training supervisor. I also have a car in good condition.

I would appreciate an interview with you at which we can discuss in greater detail my job qualifications. You may reach me by mail at the address shown above. I do not have a phone, but you can leave a message for me at 244-3380, with Maria Nelson.

I hope that you will give my application careful consideration and that I will hear from you soon.

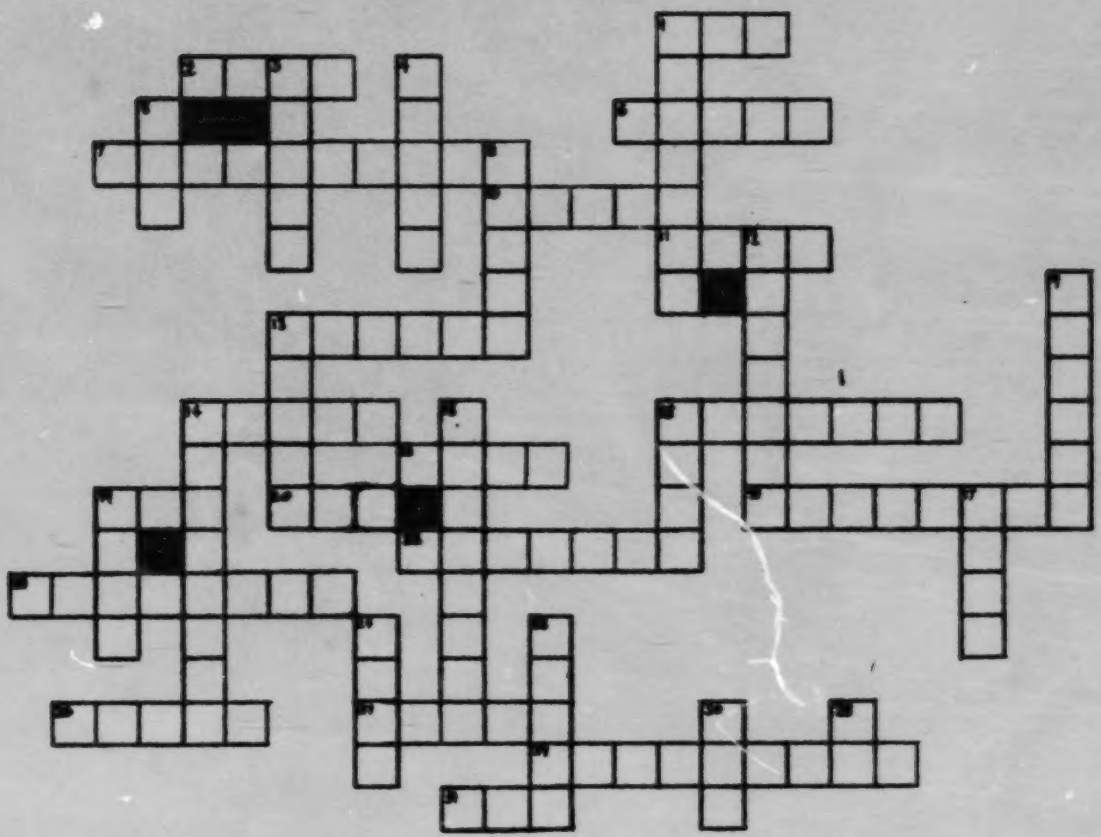
Very truly yours,

Lois Solis

Lois Solis

# IV. THE JOB INTERVIEW

# MAKE A GOOD IMPRESSION



ACROSS

1. Have a pencil or _____with you.
2. Introduce yourself giving both first and _____ name.
6. Do be _____both in waiting room and during interview.
7. Show self-_____.
10. Go _____to the interview without friends or relatives.
11. Do greet the interviewer by _____if you know it.
13. Don½t talk too loudly or too_____. Speak to be heard.
14. Do wait until you are offered a _____before you sit down.
16. Give information about yourself but be brief. "_____is the soul of wit."
18. This is your chance to _____ yourself.
19. Do not chew_____ or smoke.
20. Look your interviewer directly in the _____. He's not on the floor or ceiling.
21. Do sit up _____. Don't cross your legs.
22. Let the interviewer do most of the _____.
23. The interviewer is not interested in your personal _____. Telling them may keep you from getting the job.
26. When you leave remember to say _____you for the interview.
29. You hear the question "Tell me about yourself." Start with your _____.
31. If asked if you have ever been fired, say _____, if it is true. Then say you have learned from your mistakes.

DOWN

1. While you wait to interview be _____.
3. Have a _____ on your face.
4. The person interviewing doesn't need to know how badly you need the _____.
5. The employer wants to know you can do a particular _____.
8. Arrive on time or 15 minutes _____.
9. Always be _____ and truthful.
12. Do show good _____.
13. _____ hands only if the interviewer offers.
14. Do not _____ about your troubles.
15. Saying "I'll take any pay" is a _____ statement.
16. Tell your good points but don't _____.
17. Do shake hands with a firm _____, a limp hand never makes a good impression.
19. Do use _____ English.
24. Do keep your personal things off the interviewers _____.
25. Don't tell _____.
28. Always answer a question with a sentence, not just yes or _____.
30. Don't say _____things about your former employer or job.

THE INTERVIEW APPRAISAL SHEET -

This discussion of the interview would not be complete without reference being made to what is sometimes called an "Interview Appraisal Sheet." A number of companies use such a sheet for the guidance of the employment manager or other official who interviews applicants. The interviewer indicates impressions of the applicant on this appraisal sheet. In some cases definite questions are given which the interviewer must ask the applicant. The interviewer fills in the applicant's answers. On the other hand, some appraisal sheets do not provide questions to be asked by the interviewer but merely provide spaces in which the interviewer writes general impressions of the applicant. After an interview, appraisal sheets are studied along with application letters and application forms. A decision is then made as to whether an applicant is to be employed. An example of an interview appraisal sheet follows:

| | Evaluation | | | |
|---|---|---|---|---|
| | Outstanding | Average | Poor | Comment |
| Ability to Talk | | | | |
| Aggressiveness | | | | |
| Appearance | | | | |
| Courtesy | | | | |
| Enthusiasm | | | | |
| Intelligence | | | | |
| Maturity | | | | |
| Personality | | | | |
| Poise | | | | |

For what type of work is the candidate best suited?

Should we consider further? Yes No

Remarks:

Interviewed
By_____
At_____
Date_____

INTERVIEW APPRAISAL SHEET OF A MANUFACTURING COMPANY
At the top of this page the interviewer indicates his impression of the applicant's ability to talk, appearance, and other personal qualities.

IV. B. Interview Questions

1. What job are you applying for?
2. How old are you?
3. Where do you live?
4. What training have you had?
5. Do you have any physical defects?
6. Are you a veteran?
7. Where do you go to school?
8. Tell me about yourself.
9. Why do you want to work for this company?
10. What did you think about your last company?
11. Why do you think you can do this job?
12. Where were you born?
13. How long have you lived at your present address?
14. Do you have a record of arrest?
15. May we contact any of your past employers?
16. Do you owe any money?
17. Do you have transportation?
18. Do you ever get upset when someone gives you directions?
19. Have you ever been seriously injured or ill?
20. What do you want to be doing 10 years from now?
21. Were you ever fired?
22. What do you consider your greatest quality?
23. Have you attended any special classes or training?
24. What rate of pay will you have to have?
25. Why did you leave your last job?
26. When can you work?
27. What kind of grades do you make?
28. What is your attendance record?
29. Do you want part-time or full-time work?
30. What machines can you operate?

IV. C. JOB INTERVIEW

DO'S

1. Be neat and clean.
2. Go alone - be prompt.
3. Take a fountain or ballpoint pen.
4. Take along a Personnel Data Sheet.
5. Greet interviewer by last name, correctly pronounced.
6. Remain standing until told to sit.
7. Look at interviewer as you talk.
8. Talk slowly and clearly.
9. Answer questions completely and truthfully.

DON'TS

1. Don't smoke or chew gum.
2. Don't fuss with your hair.
3. Don't bring friends.
4. Don't gaze around the room when talking.
5. Don't argue or interrupt the interviewer.
6. Don't make derrogatory remarks about former employers.
7. Don't make your first question "How much do I make?'
8. Never say, "I need a job" or "I can or will do anything."

# V. INTER-PERSONAL SKILLS

CASE SITUATION NO. 1

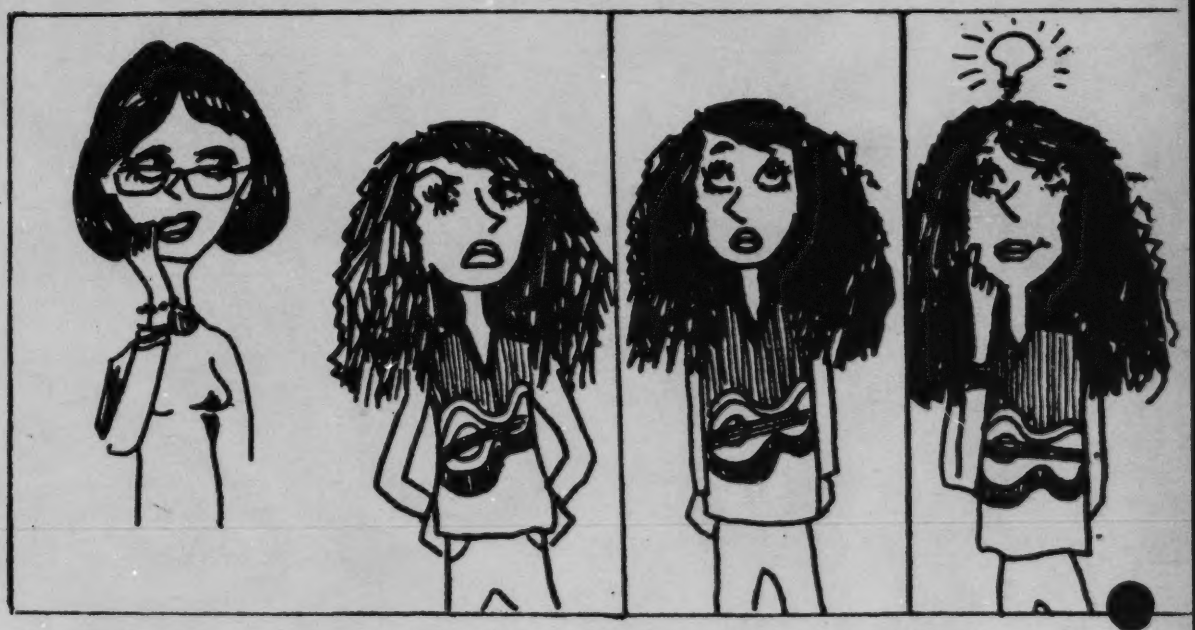
# MARY GETS MAD

Mary was a very energetic young lady who wanted to make something of herself. She wanted to marry and have a family, but first she wanted to get a good job for a year or so to earn money for nice clothes and a long trip.

But Mary was careless. She wore her hair loose and stringy. She didn't clean her nails. Her makeup was too heavy. Her clothes always looked as though they had been hung on the floor. She seldom had a neat, clean look.

One day when Mary's English teacher was helping her with some work, the teacher asked "Mary, why don't you want to be attractive and pretty?" The question took Mary by surprise. It made her mad, and she almost walked out. But luckily she didn't. She spent nearly half an hour talking about it. As a result she decided to make a change. She followed the tips from the teacher, and she soon became more popular. This gave her confidence. Even her schoolwork improved.

Do you feel that the teacher was justified in using such a straigh forward approach? How would you have reacted?



WORK SHEET FOR ANALYZING
A HUMAN RELATIONS PROBLEM

OBJECTIVES: What should a person aim to accomplish in this situation

1. _____
2. _____
3. _____
4. _____

STEP I. FACTS:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

STEP II. WEIGH AND DECIDE

By weighing the facts and considering their bearing on each other decide possible actions.

POSSIBLE ACTIONS

1. _____
2. _____
3. _____
4. _____
5. _____

Decide on the best action(s) by weighing the effect of each possible action on the objectives.

STEP III. ACTION TAKEN

1. _____
2. _____
3. _____

STEP IV. CHECK RESULTS

1. What would be the results of the action taken?

   _____

2. Were the objectives accomplished?

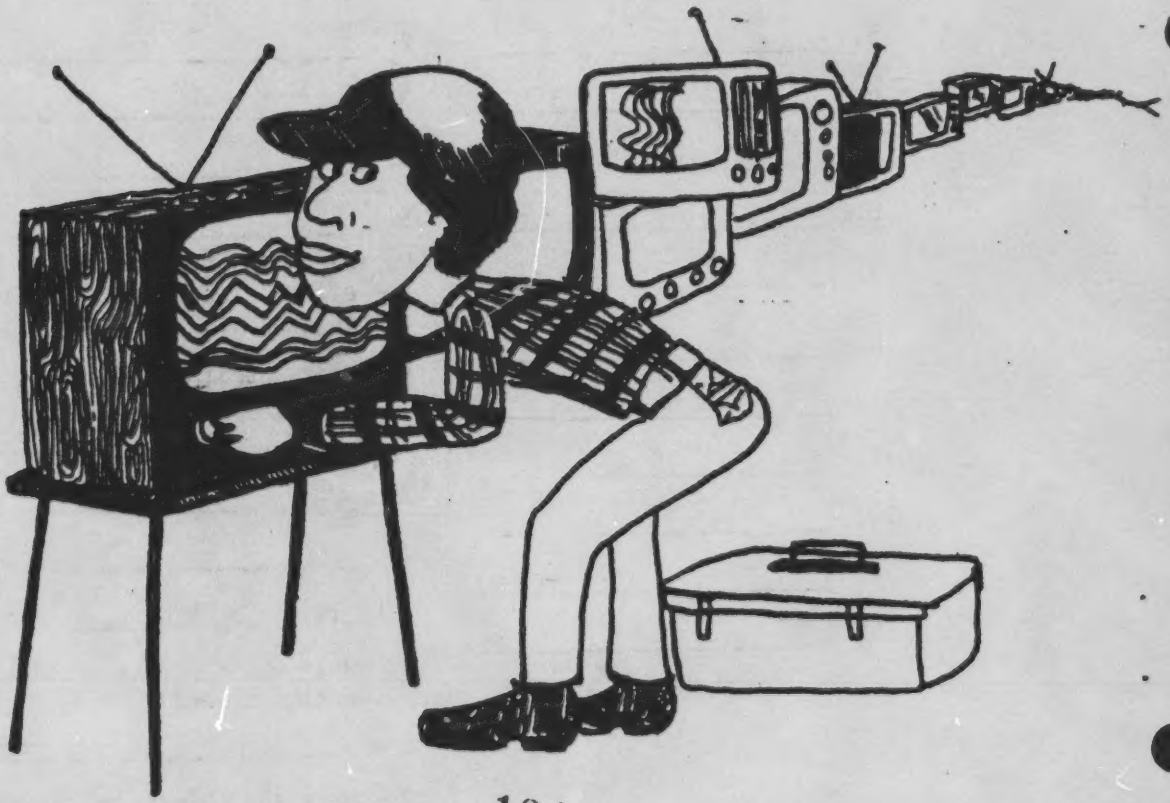
   _____

CASE SITUATION NO. 2

# OVERTIME PAUL

Paul was hired as a television serviceman by an established firm in his town. He always did his work quickly and accurately. The only thing was that he did just HIS work and never offered to help his fellow workers. Day after day he received his service calls, did them, and went home. Then one week his service calls started piling up and it was impossible to keep up. He asked his manager if he could give some of his calls to the other servicemen. The manager explained that he could not make the others take his calls if they did not want to. Paul was sure that someone would come to his rescue but not one of his associates agreed to help him. This went on for weeks until finally the manager had to release Paul because his quality of work had dropped and his schedule of appointments was behind.

What could Paul have done to prevent this? What valuable trait was Paul missing?



WORK SHEET FOR ANALYZING
A HUMAN RELATIONS PROBLEM

OBJECTIVES: What should a person aim to accomplish in this situation

1. _____
2. _____
3. _____
4. _____

STEP I. FACTS:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

STEP II. WEIGH AND DECIDE

By weighing the facts and considering their bearing on each other decide possible actions.

POSSIBLE ACTIONS

1. _____
2. _____
3. _____
4. _____
5. _____

Decide on the best action(s) by weighing the effect of each possible action on the objectives.

STEP III. ACTION TAKEN

1. _____
2. _____
3. _____

STEP IV. CHECK RESULTS

1. What would be the results of the action taken?

   _____

2. Were the objectives accomplished?

   _____

CASE SITUATION NO. 3

# BEING FRIENDLY WITH THE BOSS

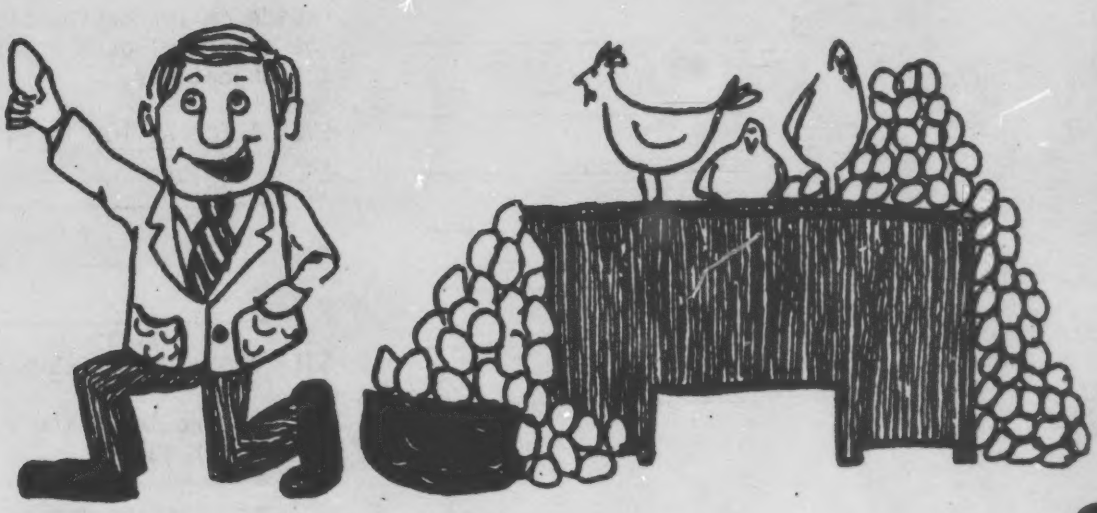
Joe Dean, a first line supervisor, had a home in the country where he spent his spare time raising chickens and growing a small garden.

One day, in a casual conversation, Joe Dean's supervisor mentioned that he bought some eggs at the grocery and that the quality was poor. In a couple of days, Joe smilingly placed a sack of fresh eggs on the boss' desk. The boss thanked him and offered to pay, but Joe refused, saying that sometimes he got a few more than he needed, but not enough to sell.

Periodically, Joe brought in additional eggs and, of course, still did not accept payment. Joe was obviously proud of his products, and took great pleasure in sharing them with his boss.

The situation is common knowledge around the shop. Lately, other supervisors are beginning to notice that Joe Dean and the boss are really "hitting it off." In fact, there seems to be evidence that Dean is receiving a few special privileges.

Should Joe stop delivering the eggs to his supervisor? Should the supervisor have taken any action in this case?



WORK SHEET FOR ANALYZING
A HUMAN RELATIONS PROBLEM

OBJECTIVES: What should a person aim to accomplish in this situation

1. _____
2. _____
3. _____
4. _____

STEP I. FACTS:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

STEP II. WEIGH AND DECIDE

By weighing the facts and considering their bearing on each other decide possible actions.

POSSIBLE ACTIONS

1. _____
2. _____
3. _____
4. _____
5. _____

Decide on the best action(s) by weighing the effect of each possible action on the objectives.

STEP III. ACTION TAKEN

1. _____
2. _____
3. _____

STEP IV. CHECK RESULTS

1. What would be the results of the action taken?

   _____

2. Were the objectives accomplished?

   _____

CASE SITUATION NO. 4

## BROWN TACKLES THE PROBLEM

Timid, conscientious Mrs. Arnold, 62 years old, posted stock balance cards. Although she had much seniority and had been a superior worker, after the unit moved to a new office space she accomplished little and many of her postings were wrong. Within ten weeks after the move the supervisor twice called her poor production to her attention, but her output became worse and her errors more numerous.

Supervisor Brown's Procedure: The supervisor concluded that either Mrs. Arnold wasn't trying to do her job, or else that she was too old to do it any more. He thought it likelier that she was too old. Since no improvement resulted from his discussions with her on two previous occasions, he talked to her a third time. He told her that her work must improve considerably if she was to hold her job. He told her that her errors and the number of postings were much inferior to the requirement of the unit. He warned her that he would check closely and often, and that if she was not up to standard within 3 weeks she would be discharged before September first.

Checking later, he found her work worse than before. Brown consulted the personnel officer about discharging her but he stalled him off and evidently talked to Brown's chief, for next day the chief called in Brown and very positively ordered him not to try to fire Mrs. Arnold. The chief was very angry. Brown decided Mrs. Arnold was a special "pet" of the chiev. He saw he could do nothing but just let Mrs. Arnold "ride the gravy train" until she reached retirement.

What would be the best possible action that Mr. Brown could take? Should Mrs. Arnold be notified that the chief is the only reason she is still working?

WORK SHEET FOR ANALYZING
A HUMAN RELATIONS PROBLEM

OBJECTIVES: What should a person aim to accomplish in this situation

1. _____
2. _____
3. _____
4. _____

STEP I. FACTS:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

STEP II. WEIGH AND DECIDE

By weighing the facts and considering their bearing on each other decide possible actions.

POSSIBLE ACTIONS

1. _____
2. _____
3. _____
4. _____
5. _____

Decide on the best action(s) by weighing the effect of each possible action on the objectives.

STEP III. ACTION TAKEN

1. _____
2. _____
3. _____

STEP IV. CHECK RESULTS

1. What would be the results of the action taken?

   _____

2. Were the objectives accomplished?

   _____

CASE SITUATION NO. 5

# STOCKROOM BLUES

Jerry Burns had been a stockboy at a firm in his hometown. He had always shown accurate work in filling out the stock orders and completed them quickly. Since he showed such performance, his supervisor gave him a rush order from one of their biggest customers. The job was too big for one person to handle so his boss placed another employee on the task. During the four days that Jerry worked on the job, the co-worker did nothing but fool around. Since Jerry was the only one working on the order, it was shipped later than the date needed. The customer instantly called and cancelled the order because of the broken agreement on shipment. The supervisor instantly called the two men to his office for questioning.

What should the supervisor question about first? How should he handle this matter? How would you handle this situation if you became aware of this before it was too late? What should Jerry have done to prevent this?

WORK SHEET FOR ANALYZING
A HUMAN RELATIONS PROBLEM

OBJECTIVES: What should a person aim to accomplish in this situation

1. _____
2. _____
3. _____
4. _____

STEP I. FACTS:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

STEP II. WEIGH AND DECIDE

By weighing the facts and considering their bearing on each other decide possible actions.

POSSIBLE ACTIONS

1. _____
2. _____
3. _____
4. _____
5. _____

Decide on the best action(s) by weighing the effect of each possible action on the objectives.

STEP III. ACTION TAKEN

1. _____
2. _____
3. _____

STEP IV. CHECK RESULTS

1. What would be the results of the action taken?

   _____

2. Were the objectives accomplished?

   _____

CASE SITUATION NO. 6

# MARY'S FIRST JOB

Mary Small took her first job as a typist. She was assigned to a typing pool. As soon as she reported for work, she was given the job of completing a number of personnel forms. Being unfamiliar with the personnel terms, she made a number of errors. When she came to work the third morning, her supervisor, Bill Jones, informed her that the other girls would finish completing the forms. Mary was given the job of assembling and stapling papers. After a week of stapling, she began to worry whether she would be given another chance to prove her typing ability. She felt depressed about the mistakes she made the first few days and began to doubt her ability to do the work she was hired to do.

Was the supervisor right in putting Mary on stapling and assembling jobs? What action should Mary take to prove her ability to herself and her supervisor? If you were a supervisor in Mr. Jones' place, what would you have done?

## WORK SHEET FOR ANALYZING A HUMAN RELATIONS PROBLEM

OBJECTIVES: What should a person aim to accomplish in this situation

1. _____
2. _____
3. _____
4. _____

STEP I. FACTS:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

STEP II. WEIGH AND DECIDE

By weighing the facts and considering their bearing on each other decide possible actions.

POSSIBLE ACTIONS

1. _____
2. _____
3. _____
4. _____
5. _____

Decide on the best action(s) by weighing the effect of each possible action on the objectives.

STEP III. ACTION TAKEN

1. _____
2. _____
3. _____

STEP IV. CHECK RESULTS

1. What would be the results of the action taken?

   _____

2. Were the objectives accomplished?

   _____

## HIGH SCHOOL CAREER DATA SHEET

NAME _____ SOCIAL SECURITY NO _____

DATE OF BIRTH _____

HOME ADDRESS _____
(Street or Rt.)

_____
(City) (Zip Code)

PARENT'S NAME _____

HOME PHONE _____ BUSINESS PHONE _____

I plan to:

ATTEND ☐ COLLEGE _____
(Name of College or University)

☐ VOCATIONAL/TECHNICAL SCHOOL _____
(Name of School)

☐ OTHER (Specify) _____

_____

_____

ENTER ☐ MILITARY SERVICE _____
(Branch)

SEEK ☐ EMPLOYMENT

MY CHOICE OF EMPLOYMENT IS _____

_____

_____

_____

_____

## HIGH SCHOOL CAREER SHEET

LAST NAME _____ FIRST NAME _____ MIDDLE INITIAL _____

| | | | | |
|---|---|---|---|---|
| SCHOOL _____ | SCHOOL _____ | SCHOOL _____ | SCHOOL _____ | SCHOOL _____ |
| GRADE _____ | GRADE _____ | GRADE _____ | GRADE _____ | GRADE _____ |
| YEAR _____ | YEAR _____ | YEAR _____ | YEAR _____ | YEAR _____ |
| SUBJECTS | SUBJECTS | SUBJECTS | SUBJECTS | SUBJECTS |
| English _____ | English _____ | English _____ | English _____ | English _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| Student Signature | Student Signature | Student Signature | Student Signature | Student Signature |
| Parent Signature | Parent Signature | Parent Signature | Parent Signature | Parent Signature |
| Counselor Signature | Counselor Signature | Counselor Signature | Counselor Signature | Counselor Signature |
| Home Room Teacher Signature | Home Room Teacher Signature | Home Room Teacher Signature | Home Room Teacher Signature | Home Room Teacher Signature |

| STATE REQUIREMENTS FOR GRADUATION | HIGH SCHOOL CAREER OBJECTIVE |
|---|---|
| Eng. Lang. Arts 4 units, Mathematics 1 unit | |
| Am. History 1 unit, Phy. Educ. 1 unit | |
| Health Educ. ½ unit, Science 1 unit | |
| Economics ½ unit, Electives 9 units | |
| Total of 18 units | |

CAREER PLANNING DATA SHEET

Name _____ School Attended in 9th Grade _____

Age _____ Date of Birth _____

Grade (Current) _____ Physical Limitations _____

Parent's Name and Address _____

_____

Social Security Number _____ Phone Number _____

| Grades (4 points) | Poor Below Average | Fair Average | Good Above Average | Excellent | TOTAL POINTS |
|---|---|---|---|---|---|
| 8th | 1 | 2 | 3 | 4 | _____ |
| 9th | 1 | 2 | 3 | 4 | _____ |
| 10th | 1 | 2 | 3 | 4 | _____ |

Attendance (4 points)

| Days Absent | Poor Over 16 | Fair 11-15 | Good 6-10 | Excellent 0-5 | |
|---|---|---|---|---|---|
| 8th | 1 | 2 | 3 | 4 | _____ |
| 9th | 1 | 2 | 3 | 4 | _____ |
| 10th | 1 | 2 | 3 | 4 | _____ |

Basic Skills Test (8th Grade) (4 points)

| | Passed | Remedial | |
|---|---|---|---|
| Math | 1 | 0 | |
| Reading | 1 | 0 | |
| Spelling | 1 | 0 | |
| Language | 1 | 0 | _____ |

Aptitude Test (DAT) (4 points)

VR_____ NA_____ VR+NA_____ AR_____ CA_____ MR_____ SR_____ SP_____

LANG _____

| Poor (0-25) | Fair (26-50) | Good (51-75) | Excellent (76-100) | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | _____ |

Career or Vocational Choice (1) _____

(2) _____

Interest Survey

DAT (Career Planning) _____

COPS _____

Career or vocational choices related to interests (4 points)

DAT Yes _____ (2) No _____ (0) _____

COPS Yes _____ (2) No _____ (0) _____

Instructors Recommendation: (8 points)

| Poor | Fair | Good | Excellent |
|---|---|---|---|
| 1 | 2 | 3 | 4 |

Instructor _____ _____

Instructor _____ _____

Student's Reason for Career Choice (2 points)

| Poor | Fair | Good |
|---|---|---|
| 0 | 1 | 2 |

_____

TOTAL POINTS _____

STUDENT SIGNATURE _____

COUNSELOR RECOMMENDATIONS _____

PARENTAL APPROVAL _____

DATE _____

TOTAL CAREER POTENTIAL CHOICE

| | |
|---|---|
| Excellent | 25 - 30 |
| Good | 19 - 24 |
| Fair | 12 - 18 |
| Poor | 0 - 11 |

## VOCATIONAL EDUCATION REGISTRATION CARD

V. E. COURSE_____ A.M._____ P.M._____ DATE_____
Month Day Year

STUDENT'S NAME_____
Last First Middle

ADDRESS_____ CITY/STATE_____

DATE OF BIRTH_____ SOCIAL SECURITY NUMBER_____
Month Day Year

HOME PHONE_____ PRESENT YEAR IN SCHOOL_____

PARENT OR GUARDIAN_____ PARENT'S PHONE_____

ADDRESS (if different)_____ CITY/STATE_____

PARENT OR GUARDIAN'S EMPLOYER_____ BUSINESS PHONE_____

PERSON TO CONTACT IN EMERGENCY_____ PHONE_____

## STUDENT FOLLOW-UP INFORMATION

| | | | | |
|---|---|---|---|---|
| Date of Report..... | _____ | _____ | _____ | _____ |
| 1. Continuing education at higher level..... | _____ | _____ | _____ | _____ |
| 2. Not available for placement... | _____ | _____ | _____ | _____ |
| 3. Employed full-time in field of training (or related field) | _____ | _____ | _____ | _____ |
| 4. Other employment..... | _____ | _____ | _____ | _____ |
| 5. Unemployed (seeking work)..... | _____ | _____ | _____ | _____ |

Comments:_____

_____

_____

_____

_____

Dropped_____ Graduated_____ Partial Completed_____

# HERITAGE HIGH SCHOOL - VOCATIONAL DEPARTMENT

## FOLLOW-UP OF PROGRAM COMPLETERS

| VOCATIONAL PROGRAM | COSME-TOLOGY | AGRI | AIR COND | BLDG TRDS | AUTO MECH | HLTH OCC. | WELD ING | CHILD CARE | ELEC-TRON. | MACH SHOP | V.O.E. | D.E. | DRAF-TING | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CONTINUING EDUCATION AT HIGHER LEVEL | | 2 | 1 | 6 | 7 | 8 | 2 | 3 | 6 | 7 | 3 | 2 | 4 | 51 |
| NOT AVAILABLE FOR PLACEMENT | | | | | | | | 3 | | | 4 | 1 | 1 | 9 |
| EMPLOYED FULL-TIME IN VOC. AREA OR RELATED AREA | 1 | 10 | 2 | 5 | 13 | 6 | 5 | 2 | 2 | 1 | 12 | 2 | 2 | 63 |
| OTHER EMPLOYMENT | 4 | 3 | 2 | 8 | 7 | 2 | 4 | 2 | 1 | | 5 | | 7 | 45 |
| UNEMPLOYED | | | | 2 | | 3 | | 1 | | | 3 | 1 | 1 | 11 |
| STATUS UNKNOWN | | | | | | | | | | | | | | |
| TOTALS | 5 | 15 | 5 | 21 | 27 | 19 | 11 | 11 | 9 | 8 | 27 | 6 | 15 | 179 |

# FOLLOW-UP OF PROGRAM COMPLETERS

## 1979

## HERITAGE HIGH VOCATIONAL

| | NO. | PERCENTAGE |
|---|---|---|
| AVAILABLE FOR EMPLOYMENT | 119 | 67% |
| PLACED ON JOBS | 108 | 91% |
| IN FIELD OF TRAINING | 63 | 53% |
| PROGRAM COMPLETERS | | |
| WORKING | 108 | 61% |
| CONTINUING EDUCATION | 51 | 28% |
| UNEMPLOYED | 11 | 6% |
| NOT AVAILABLE | 9 | 5% |
| UNKNOWN | 0 | 0% |
| TOTALS | 179 | 100% |

## IV. Expenditure of Funds

An analysis of the expenditure of funds should be given. Comparisons should be made of funds allocated for the project and actual expenditures. If the project has received multi-year funding, the analysis should address total funds for the project. In conclusion, narrative should be given which indicates the appropriateness of the use of funds. For example, discuss the use of funds toward salaries, materials, travel, etc. and how these expenditures helped or hindered the attainment of project objectives.

RCU PLACEMENT PROGRAM
Alcoa, Blount Co., Maryville Schools
February 1978 - September 1980

| | | | | |
|---|---|---|---|---|
| 1978 | Spent | 31,807.79 | Allocated | 32,600.00 |
| 1978-79 | Spent | 34,940.88 | Allocated | 35,000.00 |
| 1979-80 | Spent | 37,450.00 | Allocated | 37,450.00 |
| | TOTALS | 104,198.67 | | 105,050.00 |

As can be seen from the above figures, the Vocational Placement Program funded by RCU spent the majority of the money allocated and approved. The funds were spent as originally approved in the Proposal and appropriated on an annual basis. The funds were primarily spent to pay for the salaries of a Placement Coordinator and a part-time secretary.

A special feature of the three-year program was yearly summer workshops, which systematically involved key educational personnel from the three local school systems. For example; the first summer workshop involved all the guidance counselors on a high school and junior high basis for one month. They were exposed to Vocational Education, business and industry training needs, local industrial visits and writing of job descriptions and developing a vocational student Assessment System that was implemented in all three school systems. The second summer workshop involved all the local high school principals on both the high school and junior high level. These key people were also given an indepth orientation of Vocational Education and how these programs related to the total educational picture and the business community. The third summer workshop included middle school principals and key academic department heads from the local high schools. The purpose of this workshop was to closer tie Vocational Education and the academic programs together and give these academic personnel an opportunity to study Vocational Education, and vocational curriculum and relate them to the vocational students academic studies.

The expenditures of these funds enabled us to reach our program objectives and enabled the local school systems to establish a sound Placement Program that will continue to meet the needs of the local vocational students. Without these funds it is very doubtful that a comprehensive county-wide Placement Program would have been initiated in local school systems. Thus, these funds were very instrumental in accomplishing the goals of this proposal.

## V. Evaluation

The purpose of this section of the report is to discuss measures taken to evaluate the project. A description of the evaluation procedures used should be given. The evaluation should address the project objectives, processes, and procedures. If an outside evaluator has been used, a summary of the report should be given below, and a complete copy of the report attached.

This project has been in operation for three years, 1977-78, 1978-79, and 1979-1980. Each year an evaluation was conducted by an outside evaluator which reflected on the activities taking place during that particular year. Those reports are included here. Detailed information regarding each evaluation is on file in the RCU office in Nashville and the Blount County School System. Each year's activities were undertaken to accomplish specific objectives as outlined in the proposal.

All of the major objectives of this program have been attained. A variety of survey forms have been developed to secure information from staff, students, and employers. The data has been computer analyzed and cross tabulated to enable greater in-depth analysis for those interested in specific impact measures.

The three yearly evaluations are enclosed following this section for the information of the reader.

## VI. Dissemination Activities

A detailed description of dissemination activities should be given. This description should include activities which took place during the project funding period and those activities anticipated beyond state support. Documentation should include those measures taken to provide inservice training for school personnel, orientation of the community toward the project, and efforts to acquaint persons in other school districts with project activities. Any supporting documentation such as news releases should be included. An important element in measuring project impact will be efforts toward future dissemination activities; therefore, specific plans toward future dissemination activities should be included.

During the past three years of this project efforts have been made to diseminate information and activities which have resulted from the grant. Presentations have been made in educational state meetings, in-service training programs in other school systems, regional in-service training sessions with other school systems, presentations to civic clubs, and publicity through local radio programs and newspaper articles. In fact, one of the strong aspects of this project has been its effectiveness in disemination of information.

Future disemination plans include activities for the next two school years. In 1980-81 the project staff will be working with other projects from school systems from across the state of Tennessee with similar placement programs. This effort will consist of meeting with other project directors and combining of common goals and objectives into a manual that can be provided other school systems which desire similar activities in guidance, placement, and follow-up.

During 1981-82 plans are to provide workshops on a state-wide basis for disemination of project information. These will be regional workshops which will be held for several school systems across the state. Many of the activities that had been a major part of this project will be of interest to other school systems across the state and nation which are involved in large comprehensive vocational programs.

The following presentations were made by the project staff during the past three school years to diseminate information regarding the objective of the grant:

October-December, 1978

1. Superintendent's Study Council in Gatlinburg, Tennessee. September 25 and 26, 1978. Mountain View Hotel.

2. Meeting in Nashville with staff of Research Coordinating Unit and representatives from other placement projects on October 19, 1978.

3. Conference at Hyatt Regency Hotel in Knoxville, Tennessee "On The Way To Work in Tennessee". November 15, 16, and 17, 1978. Sponsored by the Energy Opportunities Consortium.

January-March, 1979

4. University of Tennessee, Graduate Class in Vocational-Technical Education, Dr. George Wiggers, Thursday, March 1, 1979.

5. Alcoa Rotary Club, First United Methodist Church of Alcoa, Alcoa, Tennessee. Wednesday, March 28, 1979.

April-June, 1979

6. Alcoa Kiwanis Club. Airport Quality Court Motel. May 10, 1979.

7. CETA Secretarial Class, Adult Education Program of the Maryville, Alcoa, Blount County Schools at Alcoa High. Mrs. Vickie Rogers, Instructor. June 6, 1979

8. Summer Workshop, Teachers of Handicapped. U.T. Department of Vocational-Technical Education. Dr. Don McNelly.

July-September, 1979

9. Building Trades Advisory Committee Meeting. Monday, August 6, 1979.

10. August meeting of the Blount County Principals. Monday, August 6, 1980.

11. Conference at Hyatt Regency Hotel in Knoxville, Tennessee, "On The Way To Work In Tennessee". October 4, 1979. Sponsored by the Energy Opportunities Consortium.

12. October meeting of the Adult Education Advisory Committee.

October-December, 1979

13. 1979 Exemplary Project Meeting. Middle Tennessee State University. James Union Building. November 15-16, 1979.

14. In-Service Training Program. Greenville-Greene County Vocational School. Greeneville, Tennessee. November 20, 1979.

15. Guidance Skills Seminar, In-Service Training. Upper East Tennessee Educational Cooperative. Holiday Inn, Johnson City, Tennessee. December 7, 1979.

16. Sponsored a county-wide "Career Night". November 29, 1979 at Heritage High School.

January-March, 1980

17. Tennessee Office Education Club. Heritage High School Chapter. Tuesday, January 23, 1980.

18. Lanier Elementary School. Parent-Teacher Organization. Monday, February 18, 1980.

19. East Tennessee Supervisors' Education Conference. Student Center-University of Tennessee. March 19-20, 1980.

20. Adult Education Program. Alcoa, Blount County, and Maryville Schools. April 8-9, 1980

April-June, 1980

21. Cosmetalogy Craft Advisory Committee Meeting. Blount Occupational Education Center.

22. Auto Paint and Body Craft Advisory Committee Meeting. June 6, 1980. Noon lunch meeting at Highway 411 Restaurant.

23. Summer Workshop. U.T. Department of Vocational-Technical Education. Dr. Don McNelly.

July-September, 1980

24. In-Service Training Program for Sevier County Vocational Teachers. August 19, 1980. Sevier County High School. Charles Elder, Vocational Director.

25. Tennessee State Council Local Directors of Vocational-Technical Education Summer Conference in conjunction with Tennessee Vocational Association. Hyatt Regency. Nashville, Tennessee. Tuesday, July, 19, 1980.

26. Education Fair. Tennessee State University, Nashville. July 24-25, 1980.

27. Career Day. Blount County CETA Summer Youth. Heritage High School. July 9, 1980.

October, 1980-Present

28. Maryville Rotary Club. October 16, 1980. Green Meadow Country Club. Maryville, Tennessee.

## VII. Project Impact

Measuring impact of program improvement activities is essential. Therefore, evidence should be provided which shows that improved teaching techniques or curriculum materials are being used in a substantial number of classrooms or other learning situations. Evidence should include impact measures during the grant period and impact which should be expected within five years following completion.

Earlier attempts were made to measure impact of project improvements. Although the project did not deal directly with improved teaching techniques or curriculum materials, several handbooks were developed which have been referenced in section (III. Product Development). A Vocational Education handbook was developed in a summer workshop by guidance counselors and vocational instructors. This handbook consists of (1) course discriptions, (2) special apptitudes and abilities needed for success in the training program, (3) job possibilities after completion of training, and (4) a sample four-year high school program. This handbook is used in conjunction with an eighth grade vocational orientation and awareness program. Approximately 1,000 eighth grade students are involved in this program on a yearly basis.

A student assessment program was developed which is administrated through the ninth grade pre-occupational semester class. In an effort to measure the effectiveness of the assessment program, three instruments were developed. A copy of each form and a narrative of the results are attached. They include:

1. Pre-Occupational Student Assessment Form
2. Counselor Appraisal of Student Assessment Efforts
3. Student Appraisal of Student Assessment Efforts

An employer assessment form was developed to measure the effort of the Vocational Education placement program with local employers. This instrument was mailed to local employers with a cover letter from the project director requesting employer opinions regarding the vocational placement program. That instrument and a narrative of the results are also attached.

Another handbook or manual that was developed as a part of the project is the Pre-Employment Skills Handbook. This manual consists of five lessons of approximately ten instructional hours. The Pre-Employment Skills is taught as a seminar to vocational program completers prior to graduation. Approximately 400 students are provided these Pre-Employment Skills seminars each school year.

A workshop was held for high school administrators to provide an orientation to the Vocational Education program in Blount County. This one-week workshop involved administrators from the three local school systems. Instruments were developed to secure responses from the administrators to measure impact of this workshop. The instruments included (1) attitudinal statements, and (2) evaluation questionnaires. The attitudinal questionnaires were in the form of a pre-test, post-test instrument. A copy of these instruments and explanations is available upon request.

Pre Occupational Program
Student Assessment

A Questionnaire was developed to secure information from the Heritage High School students during their final days of being enrolled in the course. An effort has been made to analyze the data to reflect to some extent the impact the program had on the students. Some of the questions on the questionnaire have been cross tabulated with other questions on the questionnaire. This procedure does present the data in a way that further reflects the impact of the program. The questionnaire and tables are in Appendix A.

The first tables reflect the number and percentages of answers and the subsequent tables present the cross tabulated data. Some students did not respond to some questions therefore, the numbers may change and the percentages will not always add up to 100%.

Two hundred sixty-four students were enrolled in the Pre-Occupational course offered at Heritage High School. Before this course only thirty-eight percent (38%) had been exposed to career areas before. Almost half or (49%) felt they had adequate knowledge before entering this course to be able to make a well informed career decision. Forty-seven percent (47%) stated however they would not have been able to make an informed career choice without the course. Eighty-five percent (85%) of the students did believe that the course helped them to select a vocational program that interested them the most. Sixty-six percent (66%) of the students had talked with their parents about a career area before taking the course. Seventy-five percent (75%) of the students had talked with their parents about careers since enrolling in the course. Sixty-seven percent (67%) of the students had

changed their minds about the value of vocational education as a result of taking the course. Seventy percent (70%) were planning on taking vocational education before enrolling in the pre occupational course. Of the 78 or 30% who had not planned on taking vocational education, 58 or 75% changed their mind on intending to take vocational education. A total of 90% ended up saying they were going to take a vocational course. Of the total students, 230 were able to express a valid career objective. This represents eighty-seven percent (87%) of those who took the course. The remainder of the responses were silly, and/or inappropriate.

All but six of the students, only 2.3% felt other 9th grade students in other schools should not take an occupational exploratory course. The students were convinced.

PRE-OCCUPATIONAL STUDENT ASSESSMENT FORM

1. Have you been exposed to career areas before the pre-occupational exploratory course?

   Yes ( ) No ( )

2. Did you enter the pre-occupational exploratory course with a level of understanding about the different career areas that in your opinion were sufficient for making an intelligent career selection? Yes ( ) No ( )

3. Would you have been able to make an informed career choice without the pre-occupational exploratory course?

   Yes ( ) No ( )

4. Has your exposure to these career areas helped you to select the vocational program that interests you the most?

   Yes ( ) No ( )

5. Have you talked with your parents about a career area before taking the pre-occupational exploratory course?

   Yes ( ) No ( )

6. Have you talked with your parents about a career areas since enrolling in the pre-occupational exploratory course?

   Yes ( ) No ( )

7. Have you changed your mind about the value of vocational education as a result of taking the pre-occupational exploratory course?

   Yes ( ) No ( )

8. Before taking the pre-occupational exploratory course did you plan on taking a vocational education course?

   Yes ( ) No ( )

9. Are you going to take a vocational education course while in high school?

   Yes ( ) No ( )

   A. If yes - What vocational course do you intend on taking? _____

   B. If no please provide your reason or reasons for not intending on taking a vocational course while in high school:

10. Do you feel 9th graders in other high schools should take the occupational exploratory course?

    Yes ( ) No ( )

    If no please provide the reason or reasons why you feel all high school students should not take the occupational exploratory course.

11. Please state your career objective.

## Appraisal of Student Assessment Efforts

A major objective this year was to begin a student assessment program. The counselors and students both responded to questionnaires. See Appendix E for the forms and tables.

### Counselor

One hundred percent (100%) felt the program helped the students in selecting and enrolling in courses that were compatible with the students' ability, interest and aptitud. All of the counselors felt the assessment program helped them to counsel students to select and enroll in courses that were compatible with the students' ability, interest and aptitudes. All of the counselors stated the assessment program had better enabled them to counsel students pertaining to selecting courses and felt the students' choices were better informed as a result of the assessment program.

Ninety-one percent (91%) believed the course choices made by students before the student assessment program were inferior to those students who have gone through the student assessment program. All of the counselors recommended other secondary schools to adopt a student assessment program.

Fifty-five percent (55%) did offer suggestions for considerations to improve the current student assessment program. See Appendix E for the form and appropriate table.

### Students

Eighty-nine percent (89%) and above of the students felt the assessment program had helped them to enroll in courses that were according to their

ability, interest and aptitudes. Eighty-five percent (85%) expressed the opinion that the program had helped them from a great extent to some extent. Before the current assessment program forty-one to forty-seven percent (41 to 47%) indicated they had no one in education to help them. Thirty-nine to forty-three percent (39 to 43%) stated no one outside of education had visited with them about their abilities, interestsand aptitudes. Eighty-five percent (85%) of the students were able to personally visit with a high school counselor. Thirty-one (31%) of the students did change their minds about courses as a result of their visit with a counselor. The following categories and percentages reflect those who had been visited about courses and their abilities, interests and aptitudes:

| | |
|---|---|
| Parents | 78.3% |
| Teachers | 42 % |
| Vocational Teacher | 26 % |
| Friend | 70 % |
| Coach | 13 % |
| Administrator | 5 % |
| Other | 14 % |

Of those who discouraged students to enroll in vocational education the percentages ranged from one to eleven percent (1 - 11%). In the majority of cases the students were able to convince those above that they should enroll in vocational education. As general questions, the students responded to the next three statements as follows:

Fifty-six percent (56%) felt their grades were not a direct reflection of their abilities.

Sixty-one percent (61%) indicated they had not studied and applied themselves to the best of their ability.

Eighty-four percent (84%) felt their grades would improve when they enrolled in vocational education.

COUNSELOR APPRAISAL OF STUDENT ASSESSMENT EFFORTS

1. To what extent has the student assessment program assisted the students in:

____A. Selecting courses that are compatible with their ability, interest and aptitude.

____B. Enrolling in courses that are compatible with their ability, interest and aptitude.

Select one response for A and B avove:

____A. To a great extent
____B. To some extent
____C. No help
____D. Don't know

2. To what extent has the assessment program assisted you in counseling students in:

____A. Selecting courses that are compatible with their: ability, interest, and aptitude.

____Ability
____Interest
____Aptitude

____B. Enrolling students in courses that are compatible with their: ability, interest, and aptitudes.

____Ability
____Interest
____Aptitude

Select one response for A and B above from the following:

____A. To a great extent
____B. To some extent
____C. No help
____D. Don't know

3. Did the student assessment program better enable you to counsel students pertaining to selecting courses?

Yes ( ) No ( )

4. Do you feel the choices made by the students are better informed as a result of the student assessment program?

Yes ( ) No ( )

5. How would you rate the courses choices made by students before the student assessment program? (Select only one.)

____A. About the same.
____B. Superior to those who have gone through the student assessment program.
____C. Inferior to those who have gone through the student assessment program.
____D. Don't know.

6. Would you recommend other secondary schools adopt a student assessment program?

Yes ( ) No ( )

7. Do you ahve some ideas for considerations in improving the current student assessment program?

Yes ( ) No ( )

If yes - please specify:

## STUDENT APPRAISAL OF STUDENT ASSESSMENT EFFORTS

1. Did the student assessment program assist you in enrolling in courses that are according to your:

   If your response was no, please provide your reason.

   a) Abilities Yes ( ) No ( ) _____
   b) Interests Yes ( ) No ( ) _____
   c) Aptitudes Yes ( ) No ( ) _____

2. To what extend did the student assessment program assist you in enrolling in courses that were according to your abilities, interest and aptitudes.

   (Select only one by circling the letters.)

   a) To a great extent. b) To some extent.
   b) No help at all. c) Don't really know.

3. Has anyone before this year in education ever visited with you about your:

   If yes - please state their role, example: parent, teacher, etc.

   a) Abilities Yes ( ) No ( ) _____
   b) Interests Yes ( ) No ( ) _____
   c) Aptitudes Yes ( ) No ( ) _____

4. Has anyone before this year outside of education ever visited with you about your:

   If yes - please state their role, example: parent, teacher, etc.

   a) Abilities Yes ( ) No ( ) _____
   b) Interests Yes ( ) No ( ) _____
   c) Aptitudes Yes ( ) No ( ) _____

5. Did you get to talk to a high school counselor about your abilities, interests, and aptitudes. Yes ( ) No ( )

6. Did you change your mind about which course or courses to take as a result of being visited by a counselor about your abilities, interests and aptitudes?

   ( ) Yes -- In what way: _____
   ( ) No _____

7. Have you visited with anyone other than a counselor about which course or courses would be according to your abilities, interests, or aptitudes: Please name them:

| | Yes | No | | Yes | No |
|---|---|---|---|---|---|
| Parent | ( ) | ( ) | Coach | ( ) | ( ) |
| Teacher | ( ) | ( ) | Administrator | ( ) | ( ) |
| Voc Teacher | ( ) | ( ) | Other - Specify: | ( ) | ( ) |
| Friend | ( ) | ( ) | _____ | | |

## Employer Follow-Up

The employers were contacted and requested to complete the Vocational Education Placement Program Assessment form developed by Dr. McNelly. See Appendix F. Several responses greatly reflect the impact of the placement program on employers. One-third of those hiring students had not hired high school students before. Eighty-four percent (84%) stated they would not have known about the students they hired without the assistance of the placement program. Of the respondent sixty percent (60%) stated they would not have hired the student without the placement program assistance. Ninety-four percent (94%) stated they would request a vocational education student when the next proper opening occurs. Seventy-five percent (75%) felt the vocational education training reduced the training time and sixty-seven percent (67%) felt the training costs were reduced as a result of vocational education. Seventy percent (70%) of the vocational education students' quality of work was rated above the quality of work of others without vocational education.

## Follow-Up of Program Completers

A follow-up was made of all 1978 vocational education program completers at Heritage High School. The Survey form and appropriate tables are in Appendix G.

A total of eighty-five students successfully completed the vocational education program and graduated from Heritage High School. Out of the eighty-five, sixty-one or 72% were available for employment. Of those available for employment, ninety percent (90%) were placed on jobs. Of those available for employment, fifty-seven percent (57¢) were placed into employment that is in the field of training.

Sixty-five percent (65%) of the program completers were working. Twenty-one percent (21%) were in continuing education. Seven percent (7%) were unemployed. Five percent (5%) were not available for employment and two percent (2%) were unknown.

A breakdown by program areas is available in the appendix.

## Conclusion

All program objectives have been attained. Some evaluative efforts were more extensive in the new areas than those activities being repeated for the second time.

The program is definitely making an impact on those being served by the project, students, counselors and principals. All report the program components have enabled them to make decisions and perform better than what they could before or without the project. The extent of the impact is available within each major section.

# Vocational Education Department

Alcoa, Blount County and Maryville Schools

**CHARLES E. BEAN**
Placement Coordinator
P. O. Box 648
Maryville, Tennessee 37801
Phone: (615) 984-1300

Dear Employer:

An effectiveness study is being conducted of the Vocational Education Placement Program. This study will help us determine the extent of effectiveness of the Placement Program.

Our Placement Program is currently funded by the Research Coordinating Unit in Nashville. Our program is one of several exemplary programs to be funded in Tennessee. We feel that the Placement Program is operational but we need the assistance of you, the employers of our vocational students. We need your help to statistically prove the program's effectiveness.

Please complete the enclosed form on the student your firm hired from our Vocational Education Programs. Your cooperation in completing this form is important.

Sincerely,

_____

J. L. Goins, Director
Vocational Education

_____

Charles E. Bean
Placement Coordinator

VOCATIONAL EDUCATION PLACEMENT PROGRAM ASSESSMENT

Effort is currently in progress to evaluate the effectiveness of the placement program. _____ has listed your firm as their employer. Please provide the information requested. No firm names or individual names will be reported. The only information that will be disseminated will be in statistical form.

1. Have you hired high school students before? Yes ( ) No ( )

2. Have you hired students from high school vocational education programs before? Yes ( ) No ( )

3. Would you have known about the above named student without the assistance of the placement coordinator? Yes ( ) No ( )

4. Would you have hired the above named student without the assistance of the placement coordinator? Yes ( ) No ( )

5. Will you request another vocational education student for employment when the next proper opening occurs? Yes ( ) No ( )

If your response to statement five was no, please state your reason or reasons:

_____

_____

6. In your opinion did the above named employee's training in vocational education decrease:

a) The average employee training time? Yes ( ) No ( )
b) The average employee training costs? Yes ( ) No ( )

7. a) Was the training time about the same for the above named vocational education student as for other beginning employees from high school? Yes ( ) No ( )

b) If no, less_____ or more_____.

8. a) Was the training costs about the same for the above named vocational education student as for other beginning employees from high school? Yes ( ) No ( )

b) If no, less_____ or more_____.

9. How would you rate the quality of work of the above named employee to others without the vocational high school training. (Select only one.)

a) above, b) below, c) about the same.

Vocational Instructor_____

Vocational Program_____

School Year_____

VOCATIONAL EDUCATION DEPARTMENT

FIRST YEAR STUDENT FOLLOW-UP SURVEY

Student's Name_____

Address_____

City and State_____ Telephone_____

Student completed program? Yes___ No___

If yes, give date_____

If no, did student leave with marketable skills? Yes___ No___

Length of time student was enrolled in vocational training program:

_____years of training. Student was: Advanced___ Beginning_____

Date of Follow-up_____

Person Contacted_____

Employed at:_____

Occupation:_____

1. Employed full-time in field of training.....____
2. Employed in related area of training.....____
3. Unrelated employment.....____
4. Unemployed.....____
5. Not available for placement:
   a. further training or education___ d. pregnancy..___
   b. military ..... ___ e. illness....___
   c. housewife..... ___ f. other.....___

Comments:_____

_____

_____

_____

# FOLLOW-UP OF PROGRAM COMPLETERS
## 1978

## HERITAGE HIGH VOCATIONAL

| | PERCENTAGE | NO. |
|---|---|---|
| AVAILABLE FOR EMPLOYMENT | 72% | 61 |
| PLACED ON JOBS | 90% | 55 |
| IN FIELD OF TRAINING | 57% | 35 |

| PROGRAM COMPLETERS | PERCENTAGE | NO. |
|---|---|---|
| WORKING | 64.70% | 55 |
| CONTINUING EDUCATION | 21.17% | 18 |
| UNEMPLOYED | 7.05% | 6 |
| NOT AVAILABLE | 4.70% | 4 |
| UNKNOWN | 2.35% | 2 |
| TOTALS | 99.97% | 85 |

# FOLLOW-UP OF PROGRAM COMPLETERS

## 1978

| VOCATIONAL PROGRAM | COSME-TOLOGY | AGRI | AIR COND. | BLDG TRDS | AUTO MECH | HLTH OCC. | WELD ING | CHILD CARE | ELEC-TRON. | MACH SHOP | V.O.E. | D.E. | DRAFT ING | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| EMPLOYED IN FIELD | | 2 | 3 | | 1 | 6 | 6 | 3 | 1 | 3 | 2 | 5 | 3 | 35 |
| UNRELATED EMPLOYMENT | 4 | | | 2 | 2 | 1 | | 2 | 2 | 1 | | 2 | 4 | 20 |
| UNEMPLOYED | | | 1 | | 1 | 1 | | 1 | | | | 2 | | 6 |
| FURTHER TRAINING | 1 | | | 2 | | 4 | | | 3 | | 2 | 2 | 4 | 13 |
| NOT AVAILABLE FOR PLACEMENT | | | | | | 1 | | | 1 | | 2 | | | 4 |
| STATUS UNKNOWN | | | | 1 | | | | | | 1 | | | | 2 |
| TOTALS | 5 | 2 | 4 | 5 | 4 | 13 | 6 | 6 | 7 | 5 | 6 | 11 | 11 | 85 |

## Administrators Initial Responses

An instrument was developed to secure responses from the administrators on the first day of the workshop. The responses were tabulated and are available in Appendix B along with the form. The responses do indicate the validity of offering the workshop for the administrators. Only twenty-nine percent (29%) had taken a course in vocational education. All of the principals had visited the vocational programs except for 2 or eleven percent (11%). Eighty-three percent (83%) had not sponsored an in-service program for their non vocational teachers. Two out of seventeen principals felt their teachers understood vocational education while five out of seventeen felt their teachers understood career education. Fifty-three percent (53%) felt their students were not receiving proper information about vocational education and the same number believed the students were not able to select career areas with informed background.

One of the alarming findings was that seventy percent (70%) or 12 out of 17 were convinced that an attitude existed to the effect that vocational education was not for all students. In the opinion of the principals the range of students that could benefit from vocational education was from 7 to 100%. The current percentage of students participating in vocational education was from 82% to 2%. The question about the percentage of jobs requiring college education ranged from 40 to 10%.

Forty-seven percent (47%) stated they had encouraged their counselors to take vocational education courses. One principal indicated one person had taken a course and the other principal reported 4 counselors had taken a vocational course. Three out of 17 or 18% had encouraged non

vocational teachers to take vocational education courses. Only twenty-three (23%) had required all teachers from all areas to participate in professional education to promote a comprehensive educational environment. Seven out of 17 or (41%) felt the vocational education instructors did not understand non vocational education programs.

A positive number 12 out of 17 or (70%) stated they had made changes in the counseling program since adding the vocational education options. Four reported however they had not made any changes. Another positive factor, eleven out of 17 or (65%), was the belief that students were able to receive unbiased counseling about careers and vocational education. This does though leave the remaining 6 or (35%) not receiving unbiased counseling.

Forty-seven percent (47%) felt current tests were primarily oriented toward the college bound. Thirteen out of seventeen or (76%) felt all students in the 9th grade should enroll in a pre vocational course.

Another positive response was that sixteen out of seventeen or (94%) felt the vocational youth activities should be an integral part of the curriculum.

The flow of communications of the principals with the vocational principals was a strong 13 satisfied or (76%) with 3 or (18%) not satisfied. Sixteen out of seventeen or (94%) of the principals were satisfied with their working relationships with the vocational principals.

## Administrators Attitudinal Statements

A twenty-three item attitudinal instrument was developed to secure pre and post test responses to measure any changes. Four items were significantly different at the .05 level, items 4, 10, 16 and 23. The overall group mean was also significant. See Appendix C for a copy of the attitudinal statements and the tables of values.

## Administrators Evaluation of the Workshop

An instrument was designed to secure evaluative data on the workshop as perceived by the participating administrators. See Appendix D for the instrument and appropriate tables.

All or 100% of the administrators felt the workshop had helped them to better understand vocational education and that the workshop experiences would influence next year's educational decisions. Ninety-four percent stated their opinion of the role of vocational education in their schools had been changed as a result of participating in the workshop.

One hundred percent (100%) of the principals had activities listed to help bring about a better understanding of vocational education. Seventy-five percent (75%) indicated they could not have identified the activities above effectively without the workshop. Ninety-four percent (94%) had plans to use the information learned from the workshop in working with their educational staff.

There was unanimous agreement among the principals that a workshop should be made available to other administrators and instructional staff. The same one hundred percent (100%) of those responding agreed that the length of the workshop was about right. Only thirty-eight percent (38%) had suggestions to offer for improving the workshop while eighty-eight percent (88%) had some suggestions for improving the understanding of vocational education. These suggestions are listed in Appendix D. Sixty-three percent (63%) of the principals had ideas on how vocational education could be of greater service to their students.

The workshop met their expectations with no exceptions. The ratings were all very positive with ninety-four percent rating the workshop as excellent and the remaining six percent as good.

ADMINISTRATORS WORKSHOP

Blount County Vocational Education

This program has been funded by the Research Coordinating Unit, Department of Education, Vocational Education, Nashville, Tennessee. The information requested from you will be used to partially determine the effectiveness of the workshop. All information will be grouped. No individual will be identified at any stage of this project. Please respond to each item. There are no right or wrong responses.

| | Yes | No |
|---|---|---|
| 1. Have you taken any courses in vocational education in your academic college course work? If yes, how many courses?_____ | ( ) | ( ) |
| 2. Have you personally visited the programs at the Vocational Education Center that serves your school? If yes, (a) how many visits _____ (b) how many hours total_____ | ( ) | ( ) |
| 3. Have you participated in programs orienting the participants to vocational education? If yes, how many? _____ | ( ) | ( ) |
| 4. Have you sponsored vocational In-Service programs for non-vocational teachers since the Centers have been established? | ( ) | ( ) |
| 5. Have you provided release time for your non-vocational teachers to visit the Centers during school hours? If yes, how many participated? _____ | ( ) | ( ) |
| 6. Do you feel your non-vocational teachers understand today's vocational education? | ( ) | ( ) |
| 7. Do you feel your non-vocational teachers understand the concept of career education? | ( ) | ( ) |
| 8. Do you feel your students have been receiving the proper amount of information on vocational education programs? | ( ) | ( ) |
| 9. Are your students able to select career areas from a well informed background? | ( ) | ( ) |

| | | Yes | No |
|---|---|---|---|
| 10. | Is there an attitude in your school that vocational education is not for all students? | ( ) | ( ) |
| | A. What percentage of your students could benefit from vocational education?_____ | | |
| | B. What percentage of your students are currently participating in vocational education?_____ | | |
| | C. In your opinion, how many jobs today require a college education?_____ % | | |
| 11. | Have you encouraged your counselors to take vocational education courses? If yes, how many enrolled? _____ | ( ) | ( ) |
| 12. | Have you encouraged your non-vocational education teachers to take vocational education courses? If yes, how many enrolled? _____ | ( ) | ( ) |
| 13. | Have you required teachers from all areas to actively participate in professional education programs to promote a comprehensive education environment? If yes, list the programs: _____ _____ _____ | ( ) | ( ) |
| 14. | Do you feel the vocational instructors understand the concept of career education? | ( ) | ( ) |
| 15. | Do you feel the vocational instructors understand the non-vocational educational programs? | ( ) | ( ) |
| 16. | Have you made any changes in the counseling program since adding the vocational options? | ( ) | ( ) |
| 17. | Are your students able to receive unbiased individual counseling about careers and vocational education? | ( ) | ( ) |
| 18. | Are the current tests being used in your system primarily oriented toward one group of students (college bound)? | ( ) | ( ) |
| 19. | Do you feel all students in the 9th grade should enroll in a pre-vocational course orienting them to careers before requesting the students to make a career decision? | ( ) | ( ) |

| | | | |
|---|---|---|---|
| 20. | Do you feel the vocational youth activities should be an integral part of the curriculum? | ( ) | ( ) |
| 21. | Are you satisfied with the current flow of cummunications from the vocational principals with you? | ( ) | ( ) |
| 22. | Are you satisfied with your working relationship with the vocational principals? | ( ) | ( ) |

## II. ATTITUDINAL STATEMENTS

Listed below are some statements about vocational education. Circle the number for the extent to which you agree or disagree with the statement. Please respond to each item.

| | | STRONGLY AGREE | AGREE | DISAGREE | STRONGLY DISAGREE |
|---|---|---|---|---|---|
| 1. | Vocational education should be an intergral part of a student's secondary education. | 1-2 | 3-4 | 5-6 | 7-8 |
| 2. | It is the responsibility of public education to prepare students to enter the world of work as well as to enter college or other life pursuits. | 1-2 | 3-4 | 5-6 | 7-8 |
| 3. | Vocational education is appropriate for all students. | 1-2 | 3-4 | 5-6 | 7-8 |
| 4. | Vocational education is appropriate for students who possess a variety of skills, abilities, and aptitudes. | 1-2 | 3-4 | 5-6 | 7-8 |
| 5. | The attitudes of school personnel toward vocational education influences the participation in vocational courses. | 1-2 | 3-4 | 5-6 | 7-8 |
| 6. | Students at the $9^{th}$ and $10^{th}$ grade levels are too young to make wise occupational choices. | 1-2 | 3-4 | 5-6 | 7-8 |
| 7. | Students at the $11^{th}$ and $12^{th}$ grade levels are too young to make wise occupational choices. | 1-2 | 3-4 | 5-6 | 7-8 |
| 8. | Vocational education helps students make sound career and job choices. | 1-2 | 3-4 | 5-6 | 7-8 |
| 9. | Vocational education conflicts with general education objectives of broad knowledge base. | 1-2 | 3-4 | 5-6 | 7-8 |
| 10. | Every teacher has the obligation to help students make occupational choices. | 1-2 | 3-4 | 5-6 | 7-8 |
| 11. | Guidance counselors are primarily responsible for helping students make occupational choices. | 1-2 | 3-4 | 5-6 | 7-8 |
| 12. | Present school programs are effective in helping students make occupational choices. | 1-2 | 3-4 | 5-6 | 7-8 |

| | | STRONGLY AGREE | AGREE | DISAGREE | STRONGLY DISAGREE |
|---|---|---|---|---|---|
| 13. | Every educational subject is in some ways a vocational subject. | 1-2 | 3-4 | 5-6 | 7-8 |
| 14. | Every teacher has the obligation to help students make decisions for their futures. | 1-2 | 3-4 | 5-6 | 7-8 |
| 15. | Vocational education would be of more benefit to students at a post-secondary level. | 1-2 | 3-4 | 5-6 | 7-8 |
| 16. | Vocational education is adequately meeting the needs of the business community by equipping students with needed job skills. | 1-2 | 3-4 | 5-6 | 7-8 |
| 17. | Vocational students have better work habits than those employees who have not had vocational training. | 1-2 | 3-4 | 5-6 | 7-8 |
| 18. | Vocational students have better work attitudes than those employees who have not had vocational training. | 1-2 | 3-4 | 5-6 | 7-8 |
| 19. | Vocational students are easier to train for specific job tasks in business than are employees with no vocational training. | 1-2 | 3-4 | 5-6 | 7-8 |
| 20. | Vocational students are more easily placed in business than potential employees who have not participated in vocational courses. | 1-2 | 3-4 | 5-6 | 7-8 |
| 21. | Counselors with work experience outside of education are better able to assist all students. | 1-2 | 3-4 | 5-6 | 7-8 |
| 22. | All students should attend pre-vocational courses orienting them to careers before requesting the students to make career decisions. | 1-2 | 3-4 | 5-6 | 7-8 |
| 23. | Current state certification requirements for school administrators should include vocational education courses. | 1-2 | 3-4 | 5-6 | 7-8 |

ADMINISTRATOR WORKSHOP

Blount County Vocational Education

Evaluation Questionnaire

| | | Yes | No |
|---|---|---|---|
| 1. | Do you feel the Administrator Workshop has helped you to better understand the vocational education programs in Blount County? | ( ) | ( ) |
| 2. | Will your participation in the Administrator Workshop influence next year's educational decisions? | ( ) | ( ) |
| 3. | Has your opinion of the role of vocational education in the schools changed as a result of your participation in the Administrators Workshop? | ( ) | ( ) |
| 4. | What activities do you think are necessary to bring about a better understanding of vocational education? | | |
| | 1. _____ | | |
| | 2. _____ | | |
| | 3. _____ | | |
| | 4. _____ | | |
| | 5. _____ | | |
| | Would you have been able to effectively identify these activities without the Administrators workshop? | ( ) | ( ) |
| 5. | How do you plan to use the information you learned this summer in working with your educational staff. | | |
| | 1. _____ | | |
| | 2. _____ | | |
| | 3. _____ | | |
| | 4. _____ | | |
| | 5. _____ | | |

| | Yes | No |
|---|---|---|
| 5. (con't.) | | |
| Would you have been able to effectively plan without the Administrators Workshop? | ( ) | ( ) |
| 6. Do you believe the Administrator Workshop should be made available to: | | |
| A. Other educational administrative personnel? | ( ) | ( ) |
| B. Other instructional staff member? | ( ) | ( ) |

7. Was the length of the workshop:

   Too short _____ ; too long _____ ; about right _____?

8. What suggestions do you recommend for improving the workshop?

   1. _____
   2. _____
   3. _____
   4. _____

9. What suggestions do you recommend for improving the understanding of vocational education?

   1. _____
   2. _____
   3. _____
   4. _____
   5. _____

10. How can vocational education be of greater service to the students?

    1. _____
    2. _____
    3. _____

| | Yes | No |
|---|---|---|
| 11. Did the Administrators Workshop meet your expectations? | ( ) | ( ) |

1. _____

2. _____

3. _____

12. Please rate the overall workshop as follows:

Excellent _____ Good _____ Fair _____ Poor _____

Name the vocational courses available to the secondary students in Blount County.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12

13.

14.

15.

16.

17.

18.

19.

20.

## VIII. Recommendations and Conclusions

As a result of the project, it is expected that certain conclusions and recommendations can be made. These suggestions should be included here. Your suggestions should include strengths and weaknesses of the concept. Even though you have determined the concept to be a strong one, certain pitfalls may have occured in implementing the concept. Discuss these also. Recommended modifications should the project be replicated are appropriate. In addition, suggested future activities which would utilize the concept as a basis should be enumerated.

A large comprehensive high school or free standing vocational center could maintain a guidance, placement, and follow-up program. It probably would not be feasible for a small school to incorporate a program of this nature into its school offerings.

For school systems with similar educational arrangements, the project staff would recommend the following:

1. An 8th grade vocational awareness program

2. A semester class in pre-vocational education which would consist of (a) student assessment, (b) orientation to occupational clusters, (c) self-awareness (d) career exploration, (e) interest and aptitude testing, (f) individual guidance and planning for each high school freshman

3. Placement and follow-up for vocational program completers. In addition to the vocational class an instructional unit on pre-employment skills or job seeking skills would be an important aspect for each vocational graduate.

4. The conducting of workshops for system wide administrators, principals, guidance counselors, and academic department heads. These workshops would develop a better understanding of Vocational Education and how it relates to the total educational picture. Without proper communications and understanding the vocational education program will never reach its full potential with the students and employers that it serves.

There are a number of difficulties in implementing a guidance, placement, and follow-up program: The ineffectiveness of many high school guidance counselors to relate to the overall vocational education program and to incorporate it into a total guidance program.

Most students are selected for high school vocational programs by academically oriented guidance counselors who have a lack of orientation to the world of work and career information. Many guidance counselors have not worked outside the field of public education. Guidance counselors could benefit from re-training and orientation to vocational education and occupational career information.

Little, if any, screening of students for vocational programs is undertaken by guidance personnel. Selection is usually accomplished on a philosophy of <u>first come first served</u>.

A lack of hands-on-experience in elementary grades was a problem experienced by this project. Blount County has not established an Industrial Arts Program for upper elementary grades and students have not had the benefit of hands-on-experience as a means of preparing for vocational orientation.

## IX. Project Continuation

Since the beginning of the project, it has been expected that the recipient of funds will continue the project, at least to some degree, beyond termination of state funding. Thus, a plan for project continuation should be presented. Included in this section should be documentation from the agency's administration supporting this continuation plan. Letters from superintendents, vocational directors, and other supervisory personnel would be appropriate.

The local school systems have already implemented the Placement Program on the local level. The original Placement Coordinator for the project has been included in the Blount County School Budget as Placement Coordinator at Heritage High School. In addition a second Placement Coordinator has been hired and is on-the-job at the Blount Occupational Education Center, which serves William Blount High School and the Maryville and Alcoa Systems. So, from this viewpoint the original purpose of the proposal has been fully met in that the program will be continued on a full scale basis after the funds are terminated.

From the beginning the Placement Program was fully supported by the local school systems, the Vocational Board of Governors, and the business community and sixteen craft committees involved in Vocational Education in Blount County. The Placement Coordinators that will continue in the program will be charged with the responsibility of maintaining an effective county-wide Placement Program providing vocational counseling to students on a high school level, working with guidance counselors in testing, and providing vocational information to students, training of advanced students in pre-employment seminars, which stresses how to get and keep a job once they complete their training program. Follow-up of students after graduation will also be a part of their responsibility. Working with eighth grade students in an orientation program will also be included in their early responsibilities.

Attached is a letter from J. L. Goins, Vocational Director of the local systems and Floyd Porter, Superintendent of the Blount County Schools and Administrative Chairman of the Board of Governors, indicating their continued support of this program.

**BLOUNT COUNTY SCHOOLS**
Floyd C. Porter, Superintendent
COURTHOUSE ANNEX
**Maryville, Tennessee 37801**

October 23, 1980

Dr. Bill Aiken, RCU
Director of Exemplary Projects
Div. of Vocational-Technical Education
200 Cordell Hull Building
Nashville, TN 37219

Dear Bill:

This letter is to confirm our continued support on a long range basis of the Vocational Placement Program that was initiated with the assistance of your department during the last three years. The Vocational Program has provided many benefits to the business community, students, and educational programs involved. We feel it is a vital part of the total Vocational Program and have finalized plans on the local level to see that the Placement Personnel will continue to provide the services initiated under your program.

We would like to thank you and your department for assisting the local school systems in establishing such a program. We will be happy to share the information and programs established with other school systems who could benefit from the program.

Sincerely,

Floyd C. Porter, Superintendent
Blount County Schools

Yours Sincerely,

J. L. Goins, Director
Vocational Education

pr

## X. Project Transportability

Describe the transportability of your project. Discuss steps which would be necessary in adapting the project at another location. Give suggestions regarding the number of personnel which would be required, any suggested modifications, consulting services which you would make available, and necessary materials which should be purchased.

The majority of the programs and materials developed in the RCU Program in Blount County are transportable to other local school systems and, in fact, the majority of the material developed has already been shared with a large number of school systems and much of the material has been integrated in the other school systems in regards to their Placement Program. The Handbooks, Brochures, Assessment Instruments, and other related materials developed on a local level with some minor revisions will serve almost any on-going local Vocational Program in the state or country. With this in mind there should not be any major difficulty with other systems utilizing what has been developed in Blount County.

The key person in implementing a Placement Program, of course, would be an experienced and hard-working Placement Coordinator who would have the ability to work well with educational personnel, vocational students, and the business community in establishing such a program. Commitment by the top school administrators and school board, of course, would be critical to the long range success of a good Placement Program.

All of the Brochures, Handbooks, and related materials in relation to our program are enclosed with this report. These publications and Handbooks could be used by other systems and the Vocational Department in Blount County would be happy to work with any system or individual who wishes to visit Blount County and learn more about the program. There is a possibility that the Placement Personnel in Blount County could make visits to other school systems and assist in establishing the program, if their travel expenses could be provided by the requesting school system.

The majority of the reference materials to be purchased would include such items as; Dictionary of Occupational Titles, Occupational Outlook Handbook, Exploratory filmstrips and cassettes on job clusters, "How to Find a Job", etc. The D.A.T. Test and COPS Test are also very beneficial in the student assessment process. The key to a good Placement Program is not a lot of expensive hardware, but the total involvement of the guidance staff, vocational personnel, school administrators, and business community in helping students to make a wise vocational training choice and providing them services all the way through final job placement and follow-up. Specific details on other materials will be provided to interested parties.

# FIRST INTERIM EVALUATION ON TWO OBJECTIVES

A Request to Design and Implement a Guidance and Placement Program at Heritage Comprehensive High School and The Blount Occupational Education Center RFP Code E77.2.


Submitted by

Don E. McNelly, Chairman
Evaluation Team
Department of Vocational-Technical and Education
University of Tennessee-Knoxville


Submitted to

J. L. Goins
Vocational Education Director
Blount County, Tennessee

and

John Leeman
Assistant Commissioner
Vocational Technical Education
200 Cordell Hull Building, Nashville, Tennessee

and

Research Coordinating Unit
132 Cordell Hull Building
Nashville, Tennessee

May 22, 1978

Introduction

On Tuesday, May 16, 1978 at 8:30 a.m. the evaluation team members did meet to evaluate progress on two of the objectives of the Placement Program. (See Appendix A). The two objectives were:

Objective B

The LEA proposes to develop occupational exploratory courses for 9th grade students going to Heritage High School and the Blount Occupational Education Center.

Objective E

The LEA proposes to develop and implement an effective county-wide job placement program for students while they are in school (if they desire on-the-job training) and after they graduate or leave vocational education. A follow-up program of all students will also be an integral part of the Placement Program. Follow-up of students will be at 1, 3, and 5 year intervals.

The evaluation team was divided into four, two member sub-sections for indepth observations and interaction with staff and students. Afterwards the total members met to hear the results of all evaluation team member observations. The Agenda, Areas of Evaluation and list of evaluators may be found in Appendix B. The instruments used by the visiting evaluation team may be found in Appendix C. The evaluation team members were requested to identify and report the strong segments observed as well as to provide suggestions for the staff to consider in making program changes for improvements.

The evaluation team members are to be commended for their keen insight and suggestions for consideration. The rich variety of

backgrounds and areas of expertise did provide the framework for taking a critical look from many points of view. This mix of evaluators did allow for an open and honest reaction from many points of view which should enable the program operators to take suggestions under advisement for program improvement.

The formal report is divided into two sections, Section I and Section II. This format follows the evaluation instruments and does allow for categorizing by objectives.

Section I

Objective B (Restate Objective B)

Pre-Occupational Teachers and Students

Strong Areas

The teachers have a varied background and are interested in their positions. They are aware of the new teaching roles expected of them and feel they are doing a better job this semester than during the first semester and will be better able to do the job next year. The students were working on individual projects and did seem interested. Those students interviewed expressed they liked the two weeks in specific subjects vocational shops. All of the students expressed their intentions of enrolling in a vocational subject as a result of being exposed to the pre-occupational program.

Suggestions for Consideration

1. Additional staff is needed to better handle large group activities.
2. The guidance department needs to coordinate their services to better allow students to set educational and occupational objectives. More career awareness is needed. Help in

Career Planning should be available at all times instead of only when students ask for it.

Vocational Instructors and Review of Mini Projects for Two (2) Week Orientation of Pre-Occupational Students.

Strong Areas

The vocational teachers were receptive to the pre-occupational program and were aware that this program provided the opportunity for the students to screen and select programs as well as better informing them about the students. The small groups did allow the instructors to work with the students individually emphasizing "hands on" experiences. The students were exposed to career opportunities in each program area. Students were allowed to participate in two areas. Evidence was available to indicate that attempts are being made to eliminate sex sterotyping in courses.

Suggestions for Consideration

1. Allow students to experience their 2nd choice first.
2. Allow the teacher to speak to the total class before the students select the programs.
3. Let the students know what "hands on" activities are planned before they select the program for their experiences.
4. Add outside resource people in an effort to expose students to non-traditional male/female careers.
5. Reschedule to allow for a more equalized pre-vocational pupil/teacher ratios.

6. Students in the pre-occupational activities should not interfere with the on going programs.
7. Stress the pre-occupational experiences are for an awareness process and the students should feel comfortable in changing their minds and are not tracked.

Facilities and Curriculum

Strong Areas

A variety of teaching methods and resources are being utilized to cover all areas; filmstrips, speakers, tours of areas of training, lectures and demonstrations. The facilities are adequate.

Suggestions for Consideration

1. Students are severely restricted by being able to use only wood and plastic for pre-vocational experiences. A greater variety of projects in the pre-vocational classes are needed.
2. New textbooks are needed.
3. Update the filmstrips continuously.

Administrative Staff and Guidance Counselors

Strong Areas

A positive cooperative attitude was evident of both the administrators and counselors toward the pre-occupational program. The counselors are gaining a better understanding of the vocational programs and will have a deeper understanding of occupational information and career education following the summer program. The administration of the California Occupational Preference System (COPS) early in the 9th grade has contributed objectives of indi-

vidualizing the pre-occupational experience. Ninety-five percent of the 9th grade class has participated in the pre-occupational program.

Suggestions for Consideration

1. Additional counselors are needed. The current ratio of approximately 450 students per counselor places limitations on the amount of career and occupational counseling done by each counselor.
2. All counselors should attend the vocational advisory committee meetings.
3. The course description for the pre-occupational class needs to be added to the handbook. Presently, the program is explained verbally by the counselors to the 9th graders prior to coming to high school.
4. The administrators should expand by another instructor and limit the number of students to 20-25.
5. Continue in-service for administrators and counselors on the philosophy, rules and regulations, funding procedures for vocational education as they change and are up dated periodically.

Section II

Objective E (Restate Objective E)

The total evaluation team was able to hear and interact with the placement coordinator Mr. Charles Bean, pertaining to what work had been accomplished to date including what was still in progress. The group was reminded about the program formally starting in February of this year. The concensus of the total evaluation team, with

exception, were congradulatory and pleased with so much being accomplished in such a very short period of time.

The responses from the team members were.

1. Fantastic - for a beginning program.
2. Excellent beginning
3. At this point the placement program is progressing at an excellent pace.
4. Charles has done an excellent job coordinating between community, student and vocational education staff.
5. Good.
6. We feel as if the program is meeting the current needs of the student.
7. The students seemed excited about the program.

The comments offered for consideration to improve the program were constructive and should enable the staff to make some changes. The responses from the evaluation team members were:

1. Concentrate next year on indoctrination of all students, not just the better one. This should help develop those who are not.
2. Employers should be advised regarding regulations of employing persons under 18 years of age.
3. Follow-up next year on student employment.
4. State Department of Education, Rules and Regulations should be carefully reviewed to be sure the organization of the cooperative placements out of the vocational classroom is in compliance and not in competition with regular cooperative program such as D.E., V.O.E., etc.

The report given by Mr. Bean to the evaluation team was very well received. The areas of his major activities discussed (Appendix D) were as they related to the job placement program. The publicity efforts have been varied, informative and well done. The radio, newspapers, brochures, and letters to employers were all developed and operational in a very short time. (Appendix E)

The forms (Appendix E) adopted and modified for the placement program are functional and professional. The information requested is necessary and the involvement of the parents, vocational teacher and counselors, in several of the forms is excellent. The two handbooks (Appendix G) Training Sponsor and Student Handbooks are attractive and professional in appearance and function.

Conclusions

The progress made to date on two objectives of the proposal is noted and congratulations are in order to Mr. Goins and Mr. Bean. The energies and time put into the program up to this date are surely exhaustive to most practioners.

The occupational exploratory courses did receive the most suggestions for consideration. These suggestions should enable some changes to improve the courses. Probably the greatest need at this time would be for a greater variety of hands on experiences rather than the traditional Industrial Arts woods and plastics. Secondly, the projects and activities for the students in the vocational classes must be planned to enable the students to be a part of the class and not be observers.

The placement program is operational, efficient and effective in its current design and form. Mr. Bean has quickly grasped the complex interrelated segments of the placement program.

1ST YEAR

(2)

# SECOND INTERIM EVALUATION ON THREE OBJECTIVES

A Request to Design and Implement a Guidance and Placement Program at Heritage Comprehensive High School and the Blount Occupational Education Center RFP Code E77.2.


Submitted by

Don E. McNelly
Department of Vocational-Technical Education
University of Tennessee-Knoxville


Submitted to

J. L. Goins
Vocational Education Director
Blount County, Tennessee

and

John Leeman
Assistant Commissioner
Vocational Technical Education
200 Cordell Hull Building, Nashville, Tennessee

and

Research Coordinating Unit
132 Cordell Hull Building
Nashville, Tennessee

September 1978

## LIST OF APPENDIXES

A. Agenda.

B. Questionnaire for Guidance Workship.

C. Vocational Guidance Workshop. Daily Log for Participation.

D. Career Maturity Inventory.

E. Counselors Teams and Working Papers.

F. Summary for Resource Library.

G. Career Planning DATA Sheet.

H. Summary Guidance Workshop Evaluation Questionnaire.

I. Recommendations from Vocational Guidance Workshop.

J. Agenda Luncheon Meeting.

K. Certificates.

L. Occupational Information Handbooks. Too large to include--separate documents.

Introduction

This report is the second phase of a three phase evaluation of the Exemplory Guidance and Placement Program in Blount County. Three objectives of the Blount County Program are included in this evaluation effort. The three objectives concerned in this report are:

Objective A

To develop vocational awareness programs for elementary schools going to Heritage High School and BOEC.

Objective B

To develop guidance and counseling programs at both facilities to insure that all students are aware of opportunities available to them after high school, both in the terminal job market, advanced technical training programs, and college oriented training programs. The program will include re-training of existing Guidance Counselors to enable them to work effectively with non-college bound students, as well as the more academically inclined students. Counselors will develop and operate an up-to-date information program on occupational career possibilities after high school. The counselors will do this through self-study, on-the-job training in business and industry, and by working with local, regional and state vocational education personnel.

Objective C

To develop a student assessment program to assist students in enrolling in the program best suited to their abilities, interests, and aptitudes.

The Agenda for the Guidance Workshop is included in Appendix A. Also, for program management, a daily log was maintained of those participating, Appendix C. A questionnaire was given in the first general orientation

session Appendix B. Ten questions were included and the participants responses were listed and a frequency count for each response is at the end of the statement. A variety of responses were given for each question. Of particular interest are questions 9 and 10. The participants offered their best thinking on identifying major weaknesses and followed by specific recommendations to improve the vocational education program in Blount County.

Objective A

To develop vocational awareness for elementary schools going to Heritage High School and BOEC.

One of the teachers piloted the Career Maturity Inventory and submitted a narrative report, Appendix D. The report is in the counselors own words and pertinent suggestions are included for improving the use of the Career Maturity Inventory at later dates. A list of suggestions may be found on the fifth page of Appendix D. The results of the pilot program were discussed with much enthusiasm and interest. The scores attained by the students were interpreted and presented during their discussions.

The Career Maturity Inventory was successfully piloted at Eagleton Junior High School and 206 eighth graders participated. The scores do indicate the need for more individual counseling with students about careers. A potential warning sign did emerge with respect to the lower socio-economic students not progressing normally in career attitude maturation. The inventory test did identify the local group measures where they fell below the national mean. The implementation of suggestions offered on page 5 of Appendix D would greatly facilitate a fully functional comprehensive awareness program.

Objective B

The Guidance and Counseling Workshop.

The participants were divided into teams to investigate occupations in given areas. These teams did operate as a unit as they visited specific locations for employment in their assigned areas. The team members and areas are included in Appendix E. Also included in Appendix E are the working papers that were designed to facilitate the gathering of occupational information. The utilization of craft advisory committee members and others that were recommended by the instructor did help focus the effort. The information compiled in the Local Occupational Information Handbook, Appendix L, which is not attached due to the magnitude of the documents, was guided by the Occupational Information Sheet, Appendix E.

The time and funds committed to the development of the Local Occupational Information Handbook were very well spent. The opportunity for the counselors to visit many employers to gather the basic information needed did cause all fourteen participants to state they had a better understanding of vocational education in helping to provide education and that their participation would make a difference in counseling students. Each participant was a copy of the two volumne Occupational Information Handbook. This additional resource should allow each counselor to provide information that is current, local and very concise in the information provided. Career counseling for students in Blount County will definitely be relevant and from the Handbook a source of local credibility not usually available.

The counselors did compile a Resource Library list, Appendix F. These materials would be used by the counselors in addition to the Occupational Information Handbook.

Objective C

To develop a student assessment program to assist students in enrolling in the program best suited to their abilities, interests and aptitudes.

A systematic procedure for identifying students for vocational education programs, The Career Planning DATA Sheet, Appendix G, was the result of much debate and interaction between and among the counselors. Their discussions were enlightened and strengthened with the field visitations as additional background to go along with their other experiences. All students desiring to enroll in a vocational course will have a Career Planning DATA Sheet completed to assist the program planners and administrators in identifying the most qualified down to a poor for that particular field as a potential career. The Career Planning DATA Sheet is to be piloted this first year and then assess the extent of their satisfaction in using the Sheet for identifying students for particular courses. The process is a systematic way to identify students that are seriously considering a career choice from among the various vocational offerings.

Summary

The last day the participants completed the Summary-Guidance Workshop Evaluation Questionnaire. The statements provided did cause the evaluator to feel confident the program was a very good success, from beginning to end. The Summary of the Questionnaire may be found in Appendix H. As a result of going through the summer program all the counselors were confident they were going to be able to better serve their students much better than before. Frequency counts are provided to the right of a statement when more than one made the same statement. In the ratings of the components, Question 13, the ratings were all favorable with only two exceptions. This rating is indicative

of their satisfaction with the summer program of experiences. The extent of their satisfaction may be quickly established by reviewing Questions 19 and 20.

A separate list of Recommendations from Vocational Guidance Workshop Participants is provided in Appendix I. These recommendations have been placed in the hands of the central administrative staff of the respective school systems. The agenda for the final meeting, Appendix J and the certificates presented, Appendix K.

Mr. Goins and Mr. Bean are to be congratulated on their efforts in planning and conducting the summer guidance workshop. The ratings given to the various sessions plus the strong favorable comments attest to the degree of satisfaction from the participants. This particular program may very well serve as a model for the State of Tennessee in allowing the counselors to become more proficient in serving students, especially as they counsel with students pertaining to vocational education. The basic framework has proven itself and upon examining some of the suggestions offered, some improvements may be taken under advisement to further improve the program if that is possible.

1ST YEAR

(3)

# FINAL EVALUATION REPORT

**A request to design and implement a Guidance and Placement Program at Heritage Comprehensive High School and the Blount Occupational Education Center**

**RFP Code E77.2**


Submitted By:

Don E. McNelly
Department of Vocational Education
University of Tennessee - Knoxville


Submitted to:

J.L. Goins
Vocational Education Direcotr
Blount County, Tennessee

And

John Leeman
Assistant Commissioner
Vocational Technical Education
200 Cordell Hull Building
Nashville, Tennessee

And

Research Coordinating Unit
132 Cordell Hull Building
Nashville, Tennessee

September 1978

This report is the third and final evaluation report on the Blount County exemplary vocational education program funded through the Research Coordinating Unit, Nashville Tennessee. Mr. Goins and Mr. Bean have been very professional and systematic in delivering leadership and motivation to the various other Blount County educators in attaining the completion of the original stated objectives. This exemplary program has met the objectives and at the same time has become operational and functional in meeting needs of the young people in Blount County.

Several of the objectives were evaluated for the final time and reported in the respective interim evaluation report. Specifically the first, third and fourth objectives, in the second report were comprehensively covered and reported on at that time.

The first objective was:

> To develop a vocational awareness program for elementary schools going to Heritage High School and B.O.E.C.

The third objective was:

> To develop guidance and counseling programs at both facilities to insure that all students are aware of opportunities available to them after high school, both in the terminal job market, advanced technical training programs, and college oriented training programs.

The program will include retraining of existing Guidance counselors to enable them to work effectively with non-college bound students, as well as the more academically inclined students. Counselors will develop and operate an up-to-date information program on occupational career possibilities after high school. The counselors will do this through self-study, on-the-job training in business and industry, and by working with local, regional and state vocational education personnel.

The fourth objective was:

> To develop a student assessment program to assist students in enrolling in the program best suited to their abilities, interest, and aptitudes.

Two special reports were submitted by outside consultants pertaining to objectives Two and Three. These additional inputs provided suggestions for improvements and does fall within the area of process evaluation. Some of the recommendations have been implemented and are now operational within the school system. The report submitted by Margaret Ann Novobilaki does pertain to the second objective and is included in this report as Appendix A. The report submitted by Bill Robertson pertains to the third objective and is included in this report as Appendix B. Also, the final sharing of experiences by the participants in the counselors workshop which comes under the third objective is included in Appendix C. To be included as Appendix E is the flow chart of the Vocational Assessment Program which comes under the fourth objective. The program is feasible and will be on a trial basis for the next year.

The two remaining objectives to be further discussed in this report are the second and fifth objectives.

Second Objective:

> To develop occupational exploratory courses for 9th grader students going to Heritage High School and the Blount Occupational Education Center.

The pre-occupational classes at Heritage High School will be attended by 95 percent of the 9th grade. This large percentage does allow for comprehensive coverage and should, in the long run, help students to solidify to a stronger extent about a career and the proper vocational courses to attend. Several changes have been made in the curriculum as a result of the Novobilski report and the first interim evaluation report.

These changes are positive and should strengthen the overall program. Folders have been purchased for all students and will be maintained by the counselors. The shop experiences will come before the writing of their autobiography and future career. The librarian has agreed to designate a specific area to contain career information. The curriculum has been further strengthened by the substitution of the Audio Visual package, Career Exploratory Library, for some of the guest speakers. The 132 cassette and film strips will allow for a more comprehensive delivery covering the entire spectrum of careers and will be adoptable to individual, small groups as well as the traditional large group presentations.

In the planning stage is the pre-occupational orientation night for the parents only. This should allow for the parents to interact with the following: Counselors, vocational teachers, vocational administrators, craft advisory committee members, and other parents. The opportunity will be available to the parents that are concerned and will take the time to help their children.

Several other positive changes that have been made are as follows:

1) Shop time has been reduced to allow for more exposure to career information.

2) New reference and classroom texts are being used.

3) Students will be making two choices two different times as to their 1st and 2nd choice of vocational courses.

Area of Concern

The program administrator will need to continue working with the pre-occupational teachers in helping them in their transition. The transition in question is from being a traditional industrial arts teacher to a pre-occupational teacher. Much progress has been made to

date and the program is most certainly a functional exemplary program. Mr. Goins is to be commended in the decision to turn the traditional industrial arts programs into one that would truly serve the students for today's curriculum. A rich variety of instructional soft and hardware has been made available to the two industrial arts teachers but they are not presently committing themselves to trying some of the new material. The program's success to date is due in a very large extent to the continuous and close supervision given by Mr. Goins and Mr. Bean. Continued close supervision will be necessary to bring the curriculum and program to the desired standard.

Fifth Objective:

> To develop and implement an effective county-wide job placement program for students while they are in school (if they desire on-the-job training) and after they graduate and leave vocational education. A follow-up program of all students will also be an integral part of the Placement Program. Follow-up of students will be at 1, 3, and 5 year intervals.

Mr. Bean has been very active in building and operationalizing the placement program. A variety of information pieces are currently in use which include brochures, training sponsor handbooks, student handbook, news releases to newspaper and radio plus 450 letters were sent to members of the Chamber of Commerce. Mr. Bean and Mr. Goins have been on radio station WEAG as an additional avenue of providing information to the public about the placement program. Each student is now personally being interviewed by Mr. Bean in place of the previous small groups. This does allow for more intensive personal interaction and should be continued as long as time allows. New application forms for the placement program were developed and operational. Each school is currently budgeted one half day each week. Other activities include working with the vocational teachers in the following topics:

A. Orientation to World of Work
B. Orientation to Vocational Education
C. Jobs and Careers - Planning Your Future
D. Opportunities within Blount County and Vocational Education

Upon completion of the slide presentation, a presentation will be made to all civic groups. These contacts have been made and the placement program is on their respective agenda during the year.

Conclusions

The attainment of the original stated objectives is a reality. Both Mr. Goins and Mr. Bean are to be congratulated for their committment to the young Blount County people by going above and beyond what would normally be required. New programs are truly operational and effectively meeting educational needs within less than one year's time. Adjustments have been made in the right directions for further improving a new program. Constant sensitivity is visible to current efforts to meet the educational needs of the young people. Maturity and professionalism are very much evident on the part of Mr. Goins and Mr. Bean. It has been a real pleasure to help evaluate and observe an exemplary vocational education program.

FINAL EVALUATION REPORT

Blount County

An Exemplary Project to Design and Implement
A Guidance and Placement Program at
Heritage Comprehensive High School and the
Blount Occupational Education Center.

Submitted by

Don E. McNelly
Department of Vocational-Technical Education
University of Tennessee - Knoxville

Submitted to

J. L. Goins
Vocational Education Director
Blount County, Tennessee

John Leeman
Assistant Commission
Vocational Technical Education
200 Cordell Hull Building, Nashville, Tennessee

Research Coordinating Unit
132 Cordell Hull Building
Nashville, Tennessee

October 1979

TABLE OF CONTENTS


| | Page |
|---|---|
| Introduction | 1 |
| Objectives | 1 |
| Pre Occupational Program | 4 |
| Student Guidance and Counseling Program | 6 |
| Administrators Initial Responses | 7 |
| Administrators Attitudinal Statements | 9 |
| Administrators Evaluation of the Workshop | 10 |
| Appraisal of Student Assessment Efforts | 11 |
| Employer Follow-Up | 13 |
| Follow-Up of Program Completers | 14 |
| Conclusion | 14 |


APPENDICES


| | |
|---|---|
| Appendix A | A-1 |
| Appendix B | B-1 |
| Appendix C | C-1 |
| Appendix D | D-1 |
| Appendix E | E-1 |
| Appendix F | F-1 |
| Appendix G | G-1 |

This report is the final evaluation report on the Blount County exemplary guidance and placement program funded by the Research Coordinating Unit of Nashville, Tennessee.

During the year, this program has been presented to educators both within Tennessee and to educators from other states. This program has been well received by those in attendance at the presentations as well as those visiting on site.

Mr. Goins is to be commended again for designing and securing funding to bring the exemplary program to his school system. The staff involved are also to be commended for operationalizing the program to meet the stated objectives. The program is maturing into an effective operation and in the evaluators opinion, which is backed up by the data secured, should be strongly considered for transporting to other systems through the state.

Objectives

All of the major objectives of this program have been attained. A variety of survey forms have been developed to secure information from staff, students and employers. The data has been computer analyzed and cross tabulated to enable greater indepth analysis for those interested in specific impact measures.

Listed below are the major objectives and purposes of the proposal submitted by the Blount County Schools:

A. The Local Education Association, hereafter called LEA, proposes to further develop vocational awareness programs for elementary schools going to Heritage High School and BOEC. This awareness program will be coordinated by Placement and Guidance Personnel.

B. The LEA proposes to finalize the occupational exploratory courses for 9th grade students going to Heritage High School and the Blount Occupational Education Center.

C. The LEA proposes to further develop the Guidance and Counseling Programs at both facilities to insure that all students are aware of opportunities available to them after high school, both in the terminal job market, advanced technical training programs, and college oriented training programs. The program will include re-training of existing Guidance Counselors to enable them to work effectively with non-college bound students, as well as the more academically inclined students. Counselors will develop and operate an up-to-date information program on occupational career possibilities after high school. The counselors will do this through self-study, on-the-job training in business and industry, and by working with local, regional and State Vocational Education Personnel. Junior and senior high school principals in the three local school systems will be involved in an in-depth vocational education orientation program during the Summer of 1979 (similar to orientation program for Guidance Counselors conducted during Summer of 1978).

D. The LEA proposes to develop a student assessment program to assist students in enrolling in the program best suited to their abilities, interests, and aptitudes. Assessment program to be coordinated in the schools by the Guidance Counselors working in close cooperation with vocational education staff.

E. The LEA proposes to develop and implement an effective county-wide job placement program for students while they are in school (if they desire on-the-job training) and after they graduate or leave vocational

education. A follow-up program of all students will also be an integral part of the Placement Program. Follow-up of students will be at 1, 3, and 5 year intervals.

The vocational awareness program has truly been implemented through a continuous process by counselors and project staff. All supporting elementary systems have been visited and presentations were made to all students concerning careers and vocational education. Inservice meetings have been conducted with elementary teachers, supervisors and principals to encourage and initiate the integration of occupational information into units of study. Students were able to explore occupational courses and choices.

Pre Occupational Program
Student Assessment

A Questionnaire was developed to secure information from the Heritage High School students during their final days of being enrolled in the course. An effort has been made to analyze the data to reflect to some extent the impact the program had on the students. Some of the questions on the questionnaire have been cross tabulated with other questions on the questionnaire. This procedure does present the data in a way that further reflects the impact of the program. The questionnaire and tables are in Appendix A.

The first tables reflect the number and percentages of answers and the subsequent tables present the cross tabulated data. Some students did not respond to some questions therefore, the numbers may change and the percentages will not always add up to 100%.

Two hundred sixty-four students were enrolled in the Pre-Occupational course offered at Heritage High School. Before this course only thirty-eight percent (38%) had been exposed to career areas before. Almost half or (49%) felt they had adequate knowledge before entering this course to be able to make a well informed career decision. Forty-seven percent (47%) stated however they would not have been able to make an informed career choice without the course. Eighty-five percent (85%) of the students did believe that the course helped them to select a vocational program that interested them the most. Sixty-six percent (66%) of the students had talked with their parents about a career area before taking the course. Seventy-five percent (75%) of the students had talked with their parents about careers since enrolling in the course. Sixty-seven percent (67%) of the students had

changed their minds about the value of vocational education as a result of taking the course. Seventy percent (70%) were planning on taking vocational education before enrolling in the pre occupational course. Of the 78 or 30% who had not planned on taking vocational education, 58 or 75% changed their mind on intending to take vocational education. A total of 90% ended up saying they were going to take a vocational course. Of the total students, 230 were able to express a valid career objective. This represents eighty-seven percent (87%) of those who took the course. The remainder of the responses were silly, and/or inappropriate.

All but six of the students, only 2.3% felt other 9th grade students in other schools should not take an occupational exploratory course. The students were convinced.

## Student Guidance and Counseling Program

A one week workshop was conducted during the summer of 1979. The counselors were able to work on the stated agenda specifically for counselors as well as to participate and interact with the principals. Several modifications have been suggested for consideration in the counselor career information dissemination efforts. The third year final report will reflect the evaluation of their program.

A handbook has been developed for students which provides a profile of skills needed for each occupational area. The handbook is not included as a part of this report because of its size.

The counselors have been involved with the craft advisory committee members. This activity was initiated during the summer workshop and is continuing.

The counselors did help sponsor an occupational information night for all students. The counselors were in complete agreement as to the value of this activity and were all in favor of repeating the event.

Extensive measurements were made on the vocational orientation program for the principals of the local junior and senior high schools.

Three instruments were developed by the evaluator to secure data from the administrators. One was to secure information the very first thing on the first day. The attitudinal instrument was given the same priority. A total evaluation of the workshop was secured on the last day of the workshop.

## Administrators Initial Responses

An instrument was developed to secure responses from the administrators on the first day of the workshop. The responses were tabulated and are available in Appendix B along with the form. The responses do indicate the validity of offering the workshop for the administrators. Only twenty-nine percent (29%) had taken a course in vocational education. All of the principals had visited the vocational programs except for 2 or eleven percent (11%). Eighty-three percent (83%) had not sponsored an in-service program for their non vocational teachers. Two out of seventeen principals felt their teachers understood vocational education while five out of seventeen felt their teachers understood career education. Fifty-three percent (53%) felt their students were not receiving proper information about vocational education and the same number believed the students were not able to select career areas with informed background.

One of the alarming findings was that seventy percent (70%) or 12 out of 17 were convinced that an attitude existed to the effect that vocational education was not for all students. In the opinion of the principals the range of students that could benefit from vocational education was from 7 to 100%. The current percentage of students participating in vocational education was from 82% to 2%. The question about the percentage of jobs requiring college education ranged from 40 to 10%.

Forty-seven percent (47%) stated they had encouraged their counselors to take vocational education courses. One principal indicated one person had taken a course and the other principal reported 4 counselors had taken a vocational course. Three out of 17 or 18% had encouraged non

vocational teachers to take vocational education courses. Only twenty-three (23%) had required all teachers from all areas to participate in professional education to promote a comprehensive educational environment. Seven out of 17 or (41%) felt the vocational education instructors did not understand non vocational education programs.

A positive number 12 out of 17 or (70%) stated they had made changes in the counseling program since adding the vocational education options. Four reported however they had not made any changes. Another positive factor, eleven out of 17 or (65%), was the belief that students were able to receive unbiased counseling about careers and vocational education. This does though leave the remaining 6 or (35%) not receiving unbiased counseling.

Forty-seven percent (47%) felt current tests were primarily oriented toward the college bound. Thirteen out of seventeen or (76%) felt all students in the 9th grade should enroll in a pre vocational course.

Another positive response was that sixteen out of seventeen or (94%) felt the vocational youth activities should be an integral part of the curriculum.

The flow of communications of the principals with the vocational principals was a strong 13 satisfied or (76%) with 3 or (18%) not satisfied. Sixteen out of seventeen or (94%) of the principals were satisfied with their working relationships with the vocational principals.

## Administrators Attitudinal Statements

A twenty-three item attitudinal instrument was developed to secure pre and post test responses to measure any changes. Four items were significantly different at the .05 level, items 4, 10, 16 and 23. The overall group mean was also significant. See Appendix C for a copy of the attitudinal statements and the tables of values.

## Administrators Evaluation of the Workshop

An instrument was designed to secure evaluative data on the workshop as perceived by the participating administrators. See Appendix D for the instrument and appropriate tables.

All or 100% of the administrators felt the workshop had helped them to better understand vocational education and that the workshop experiences would influence next year's educational decisions. Ninety-four percent stated their opinion of the role of vocational education in their schools had been changed as a result of participating in the workshop.

One hundred percent (100%) of the principals had activities listed to help bring about a better understanding of vocational education. Seventy-five percent (75%) indicated they could not have identified the activities above effectively without the workshop. Ninety-four percent (94%) had plans to use the information learned from the workshop in working with their educational staff.

There was unanimous agreement among the principals that a workshop should be made available to other administrators and instructional staff. The same one hundred percent (100%) of those responding agreed that the length of the workshop was about right. Only thirty-eight percent (38%) had suggestions to offer for improving the workshop while eighty-eight percent (88%) had some suggestions for improving the understanding of vocational education. These suggestions are listed in Appendix D. Sixty-three percent (63%) of the principals had ideas on how vocational education could be of greater service to their students.

The workshop met their expectations with no exceptions. The ratings were all very positive with ninety-four percent rating the workshop as excellent and the remaining six percent as good.

## Appraisal of Student Assessment Efforts

A major objective this year was to begin a student assessment program. The counselors and students both responded to questionnaires. See Appendix E for the forms and tables.

### Counselor

One hundred percent (100%) felt the program helped the students in selecting and enrolling in courses that were compatible with the students' ability, interest and aptitud. All of the counselors felt the assessment program helped them to counsel students to select and enroll in courses that were compatible with the students' ability, interest and aptitudes. All of the counselors stated the assessment program had better enabled them to counsel students pertaining to selecting courses and felt the students' choices were better informed as a result of the assessment program.

Ninety-one percent (91%) believed the course choices made by students before the student assessment program were inferior to those students who have gone through the student assessment program. All of the counselors recommended other secondary schools to adopt a student assessment program.

Fifty-five percent (55%) did offer suggestions for considerations to improve the current student assessment program. See Appendix E for the form and appropriate table.

### Students

Eighty-nine percent (89%) and above of the students felt the assessment program had helped them to enroll in courses that were according to their

ability, interest and aptitudes. Eighty-five percent (85%) expressed the opinion that the program had helped them from a great extent to some extent. Before the current assessment program forty-one to forty-seven percent (41 to 47%) indicated they had no one in education to help them. Thirty-nine to forty-three percent (39 to 43%) stated no one outside of education had visited with them about their abilities, interestsand aptitudes. Eighty-five percent (85%) of the students were able to personally visit with a high school counselor. Thirty-one (31%) of the students did change their minds about courses as a result of their visit with a counselor. The following categories and percentages reflect those who had been visited about courses and their abilities, interests and aptitudes:

| | |
|---|---|
| Parents | 78.3% |
| Teachers | 42 % |
| Vocational Teacher | 26 % |
| Friend | 70 % |
| Coach | 13 % |
| Administrator | 5 % |
| Other | 14 % |

Of those who discouraged students to enroll in vocational education the percentages ranged from one to eleven percent (1 - 11%). In the majority of cases the students were able to convince those above that they should enroll in vocational education. As general questions, the students responded to the next three statements as follows:

Fifty-six percent (56%) felt their grades were not a direct reflection of their abilities.

Sixty-one percent (61%) indicated they had not studied and applied themselves to the best of their ability.

Eighty-four percent (84%) felt their grades would improve when they enrolled in vocational education.

## Employer Follow-Up

The employers were contacted and requested to complete the Vocational Education Placement Program Assessment form developed by Dr. McNelly. See Appendix F. Several responses greatly reflect the impact of the placement program on employers. One-third of those hiring students had not hired high school students before. Eighty-four percent (84%) stated they would not have known about the students they hired without the assistance of the placement program. Of the respondent sixty percent (60%) stated they would not have hired the student without the placement program assistance. Ninety-four percent (94%) stated they would request a vocational education student when the next proper opening occurs. Seventy-five percent (75%) felt the vocational education training reduced the training time and sixty-seven percent (67%) felt the training costs were reduced as a result of vocational education. Seventy percent (70%) of the vocational education students' quality of work was rated above the quality of work of others without vocational education.

## Follow-Up of Program Completers

A follow-up was made of all 1978 vocational education program completers at Heritage High School. The Survey form and appropriate tables are in Appendix G.

A total of eighty-five students successfully completed the vocational education program and graduated from Heritage High School. Out of the eighty-five, sixty-one or 72% were available for employment. Of those available for employment, ninety percent (90%) were placed on jobs. Of those available for employment, fifty-seven percent (57¢) were placed into employment that is in the field of training.

Sixty-five percent (65%) of the program completers were working. Twenty-one percent (21%) were in continuing education. Seven percent (7%) were unemployed. Five percent (5%) were not available for employment and two percent (2%) were unknown.

A breakdown by program areas is available in the appendix.

## Conclusion

All program objectives have been attained. Some evaluative efforts were more extensive in the new areas than those activities being repeated for the second time.

The program is definitely making an impact on those being served by the project, students, counselors and principals. All report the program components have enabled them to make decisions and perform better than what they could before or without the project. The extent of the impact is available within each major section.

The funds extended for this program are effectively and efficiently going toward designing and operating a truly exemplary guidance and placement program. Blount County is very fortunate to have secured this program because the students are without a doubt greatly benefiting from the total comprehensive efforts.

# FINAL EVALUATION REPORT

Blount County

An Exemplary Project to Design and Implement
A Guidance and Placement Program at
Heritage Comprehensive High School and the
Blount Occupational Education Center.

Submitted by

Don E. McNelly
Department of Vocational-Technical Education
University of Tennessee - Knoxville

Submitted to

J. L. Goins
Vocational Education Director
Blount County, Tennessee

John Leeman
Assistant Commission
Vocational Technical Education
200 Cordell Hull Building, Nashville, Tennessee

Research Coordinating Unit
132 Cordell Hull Building
Nashville, Tennessee

September 1980

TABLE OF CONTENTS

PAGE

Preface . . . . . 1

Introduction . . . . . 2

Impact of the Project . . . . . 3

Focus of the Project for Fiscal Year 1980 . . . . . 4

Vocational Awareness Programs for
Elementary Schools, Grades Six - Eight . . . . . 4

Occupational Exploratory Courses for
Ninth Grade Students . . . . . 4

Student Guidance and Counseling Program. . . . . 5

Vocational Guidance and Placement
Workshop: Entry Reactions . . . . . 6

Pre and Post Test Attitudinal Statements . . . . . 9

Vocational Guidance and Placement
Workshop Evaluations Questionnaire . . . . . 10

Student Assessment Program . . . . . 15

Placement Program . . . . . 15

Other Activities . . . . . 15

Conclusions and Recommendations. . . . . 17

Appendices

Appendix A
Vocational Guidance & Placement Handbook

Appendix B
Occupational Exploration Course Evaluation
Forms and Working Papers

Appendix C
Student Guidance and Counseling
Evaluation Forms and Working Papers

Appendix D
Guidance Counselor Job Describtions
Counselor Activities for School Year

Appendix E
Vocational Guidance & Placement Workshop
Entry Reactions Instrument

Appendix F
Blount County 1980
Attitudinal Statements

Appendix G
Vocational Guidance & Placement Workshop
Blount County Vocational Education
Evaluation Questionnaire and Summary

Appendix H
Vocational Placement Program Handbook
and Brochure

Appendix I
Student Follow-Up Evaluation Form
and Working Forms

Appendix J
Employer Evaluation Form and Letter

Appendix K
Vocational Placement Program
Pre-Employment Skills

## PREFACE

This report presents and conveys the degree of success achieved by the project staff during the current year and of the three years in total.

The contents of this narrative are the judgements and evaluative data outcomes secured by the evaluator based on personal observations, interviews, and participation in various sections of the project. During the last three years specific instruments were designed to secure data from students, employers and workshop participants. This instrumentation was an attempt to systematically secure data in an unbiased systematic professional manner.

This exemplary funded program has attained all of the objectives that were in the proposals. The State of Tennessee will benefit greatly from the innovative pioneering efforts of the Blount County Vocational Education Exemplary Personnel. The successes experienced can be enjoyed by other progressive systems that wish to adopt a field tested guidance and placement program.

Don E. McNelly
External Evaluator
September 1980

## INTRODUCTION

The three year exemplary funded guidance and placement program in Blount County has successfully attained all of its objectives each year. The project director, Mr. J. L. Goins, has demonstrated his ability to design, conduct and refine an exemplary guidance and placement program. His professional achievements have been recognized in the past and this project most certainly will provide a model for other systems to adopt. He is to be congratulated for his continous professional dedication in helping young people to experience a rewarding educational program.

Mr. Charles Bean, the Placement Director has, during the past three years, initiated, maintained and improved the overall operation of this project. His professional contributions to the project success are many and the attainment of the objectives are due to his daily dedication to the tasks. His efforts have borne fruit of a vision that promised the young people a more appropriate educational experience.

## IMPACT OF THE PROJECT

All of the workshop participants, administrators, supervisors, counselors, regular educators, have, with very few exceptions, expressed the highest evaluation responses possible. All of the workshop participants stated they were better able to serve the young students as a result of being a part of this project. The employers surveyed, that hired the vocational students, expressed their satisfaction by stating the vocational students were better employees, that cost less to train and were producing employees in a shorter period of time. In the evaluators professional opinion, the students that are now enrolling into vocational education programs in Blount County, that have experienced the pre vocational course at the ninth grade are better than what was the case several years ago. These students seem more mature in their career selections, there are fewer drop-outs and program changes than before and the vocational teachers all stated they could definately tell a difference from before. The guidance and counseling programs have shifted away from a traditional college oriented testing to a more comprehensive approach. These changes enable all students to personally weigh their interest, aptitudes and abilities with the educational options available to them. This was not the case before the exemplary program was initiated. The vocational education students are being placed into positions that are directly related to their field of preparation. Although some students were being placed previously, the centralized placement procedures are better serving the students and employers.

A significant outcome of the three year effort has been the bringing together the personnel from three independent school systems. The vocational programs have been available to students from all three systems but the teachers, counselors and administrators had not previously had the opportunity to participate together. The barriers between systems, which seemed to not be conducive to across system cooperation or communication, quickly began to dissapate. Each year, the workshop participants from a homogoneous grouping, all expressed the value of being involved with the other systems. Not only did the participants gain a better understanding of the vocational programs but the added benefit of knowing and getting to work with personnel with similar positions in the other systems. This kind of inter-agency cooperation and understanding greatly increases the quality of educational services to all students.

FOCUS OF THE PROJECT FOR FISCAL YEAR 1980

Vocational Awareness Program for Elementary Schools, Grades Six - Eight:

As stated in their objectives under this area two seperate handbooks were produced and made available. One handbook (See Appendix A) was for the elementary teachers and for eighth grade student in Maryville, Alcoa and Blount County School Systems.

Occupational Exploratory Courses for Ninth Grade Students:

This is the third year for offering the occupational exploratory course. The course was initiated at the new William Blount High School during the 1979-80 school year. This program has demonstrated its effectiveness in helping the student to gain experiences which has helped them to make better informed career decisions. See Appendix B for complete evaluation forms and working papers.

Student Guidance and Counseling Program:

The success of this area has been measured and reported in previous years. Additional activities were incorporated which added depth to the overall guidance and counseling efforts. A Career Night was initiated and due to its reception this should become an annual event. See Appendix C for evaluation forms and working papers. The guidance counselors developed a job description which was adopted by the Blount County Board of Education. The guidance counselors also developed an activities for the year guide plus a yearly planning guide. See Appendix D for further details.

This past year a one-week vocational orientation program for academic teachers and elementary teachers was offered. Three new specific forms were developed to secure data from the workshop participants, namely: Entry Reactions, Attitudinal Statements and the Evaluation Questionnaire. Each major section is reported in the following sub-sections.

VOCATIONAL GUIDANCE & PLACEMENT WORKSHOP

ENTRY REACTIONS

At the beginning of the workshop an instrument was completed by the participants. The instrument was designed to secure some introductory information how the participants felt toward vocational education and the extent of their knowledge and/or participation in vocational education. (See Appendix E for instrument.)

Four respondents indicated they had taken courses in vocational education. The average number of courses taken was 2.5. The range of participation went from one course to four courses.

Twenty-one (88%) of the respondents stated they had visited the vocational education center that served their school. Eight indicated they had not visited previously. Of those that answered yes to visiting, the average number of visits was 5.19 and the total average hours spent at the center was 8.93. This workshop was most certainly a new experience to the 8 that had not previously visited the vocational center.

Only six of the respondents had participated in vocational orientation programs prior to the workshop. A large percent (79%) had not had this experience before the workshop. Two of the respondents had sponsored in-service programs for non-vocational teachers since the center has been established. This does mean that 93% had not sponsored vocational education in-service. The same rate of response was also recorded for those providing release time for the teachers to visit the vocational programs.

The understanding of vocational education by non-vocational teachers was rated that 83% felt the non-vocational teachers did not understand vocational education. Seventy-two (72%) of the respondents felt their teachers did not understand the concept of career education. Twenty-five or 86% of the respondents felt the vocational instructors understood the concept of career education. Fourteen or 48% felt the vocational

teachers did not understand the non-vocational education programs.

Fifty-nine (59%) felt their students were receiving the proper amount of information on vocational education programs. Forty-one (41%) responded their students were not. Only nine respondents (31%) stated their students were able to select career areas from a well informed background. A high number, 22 or (76%) of the respondents stated there was an attitude in their schools that vocational education is not for all students.

The respondents were asked to state what percent of the students could benefit from Vocational education. The average percentage was 65.6% and the range went from a low of 10% to a high of 100%. An average of 66.1% of the students were estimated that they should participate in vocational education. The range of responses went from a low of 25% to a high of 100%. The respondents were asked to estimate the percentage of jobs today that required a college education. The average response was 30.3% with a low of 10% to a high of 75%.

To secure another view of how the respondents felt about vocational education they were asked if they had encouraged others to take vocational education courses. Nineteen or (66%) responded yes but ten or 34% stated they had not. Only four or 14% of the respondents had encouraged non-vocational education teachers to take vocational education courses. Twenty-five respondents or (86%) stated they had not required teachers from all areas to actively participate in professional education programs to promote a comprehensive education environment.

Eighteen of the respondents or 62% stated they had made changes in the counseling since adding the vocational options. This does mean, however, that eleven or 38% had not made any changes. Ninety-three percent (93%) felt their students were able to receive unbiased individual counseling about careers and vocational education. This figure

may be questioned since 76% of the respondents stated there was an attitude in their schools that vocational education was not for all students.

A majority of the respondents, seventeen or (59%) indicated the current testing program in their system was primarily oriented toward the college bound students. A larger majority, twenty-one respondents or 72% indicated all students in the ninth grade should enroll in a pre-vocational course orienting the student to careers before requesting the student to make a career choice. With respect to the vocational youth activities, twenty-five of the respondents (86%) felt they should be an integral part of the curriculum.

Seventeen of the respondents (59%) were satisfied with the current flow of communications from the vocational principals. This does mean, however, that 10 of the respondents or (41%) were not satisfied. A large percent, (72%) of the respondents were satisfied with their working relationship with the vocational principals.

To indicate the entering knowledge about the vocational programs offered to the secondary students in Blount County the respondents were asked to name the courses. The average number of courses they could recall and name was 9.7. The range went from a low of zero to a high of sixteen.

## PRE AND POST TEST ATTITUDINAL STATEMENTS

An instrument was designed to secure pre test and post test items that were attitudinal in nature. (See Appendix F for the attitudinal instrument and summary). The statements were worded for some items to be higher or lower from pre test to post test to measure change in attitudes as a result of participating in the workshop. The remainder of items were general in nature and for information only and were not concerned with gain scores. Eighteen items called for a change in magnitude to reflect a change due to the workshop participation. Sixteen of the items mean scores were in the direction desired by the workshop designers and planners.

Those items that were considered measuring change in attitudes in a favorable direction by having a lower post test score than what was recorded in the pre test are as follows: 1, 3, 4, 5, 8, 12, 13, 14, 16, 17, 18, 19, 20, 21, and 22. The workshop failed to shift attitudes in the desired direction by having a lower score on the post test than pre test on two items, 2 and 10.

One item, item #9, sought a higher post test score than what was recorded for the pre test. The shift in attitude was in the desired direction.

Five items were neutral in nature more for informational purposes. Those items were: 6, 7, 11, 15, and 23. Shifts in average responses were recorded for all items in this category.

It would be interesting to learn why the workshop failed to change the attitudes in the desired direction for items 2 and 10. This would be beyond the scope of this evaluation but would be worthy of further inquiry as to why the regular education staff feel and responded the way they did.

VOCATIONAL GUIDANCE AND PLACEMENT WORKSHOP

EVALUATION QUESTIONNAIRE

An instrument was designed to evaluate the workshop and to secure reactions in certain areas. (See Appendix G for the instrument.)

One hundred percent (100%) of the participants indicated the workshop had helped them to better understand vocational education in Blount County. To reflect the extent of gaining a better understanding of vocational education, all but one participant stated the workshop will influence next year's educational decisions. Twenty-nine or (97%) of the respondents were able to gain the better understanding which will help with future educational decisions. Ninety percent (90%) or twenty-seven of the respondents had a change in their opinion about the role of vocational education which came about as a result of participating in the workshop.

Only three of the respondents stated they would have been able to effectively identify activities that are necessary to bring about a better understanding of vocational education. Twenty-seven or 90% of the respondents stated they would not have been able to identify activities without the workshop participation. Eighty-three percent (83%) of the respondents indicated they could not have identified specific ways to plan on using the information gained from the workshop.

Twenty-nine or (97%) of the participants felt the workshop should be made available to other educational and instructional personnel. One person felt otherwise.

All of the participants (100%) felt the workshop had met with their expectations. The same percentage felt the workshop length was about right. All of the overall workshop ratings were favorable. Twenty-eight or 93% rated the workshop excellent and the other two rated the workshop as good.

As a final activity the respondents were asked to name and list the vocational programs available to students in Blount County. At the beginning of the workshop the average recall of programs was 9.7 and in conclusion the average number of programs listed came to 15.5

Three open ended questions were responded to by the participants:

Responses to questions 4, 5, and 9 are included in the text for greater insight into the participants ideas, suggestions and recommendations. A summary of the evaluative questionnaire may be found in Appendix G along with the evaluative questionnaire instrument.

Q4 What activities do you think are necessary to bring about a better understanding of vocational education?

1. Vocational awareness in elementary.
2. More workshops like this one to inform the classroom teachers.
3. Inservice in the vocational areas for all teachers.
4. Exposing it to all students.
5. Visiting the facilities.
6. Involving the community.
7. Focusing attention on vocational education.
8. Orientation of students to total program.
9. Orientation of parents and employers.
10. Integration of academic/vocational.
11. Outline skills obtained in courses.
12. Guidance activities--testing.
13. Middle grade students need first-hand knowledge of programs.
14. More communications.
15. Better counselor training.
16. Open ended discussions in other classrooms.
17. Increased support for students enrolled in vocational education.
18. Awareness activities.
19. Hands-on experiences in courses.
20. Career awareness programs.
21. Vocational introductory course in elementary grades.
22. Guest speakers for career education.
23. Data given about former and present students.

Q5 How do you plan to use the information you learned this summer with your educational staff?

1. Inform elementary teachers of their role in preparation and presenting information for H.S. vocational education.
2. Better inform others about vocational programs.
3. To better prepare students in the basics in order for them to profit from vocational education.
4. English teachers will be made aware of the skills taught in English that relate to vocational classes.
5. Working together with vocational programs.
6. Push for pre-occupational semester courses.
7. Help students to decide on vocational courses.
8. Answer parents' questions regarding vocational education.
9. More reading in vocational and career choices.
10. Stress attitudes.
11. Stress awareness to students.
12. Student-teacher conferences.
13. Parent-teacher conferences.
14. Inservice programs.
15. More verbal support.
16. Teach some pre-vocational skills--resume, etc.
17. Dissemination of information.
18. My personal endorsement.
19. Design career unit for 8th graders.
20. Use in teaching as examples.
21. Emphasize the need for cooperation.
22. Individualize more instruction.

Q9 What suggestions do you recommend for improving the workshop?

1. None
2. More student input
3. More time to work with vocational instructors in coordinating curriculum
4. More informal interaction
5. More discussion on the importance of basic skills to vocational education
6. More discussion on inter staff support
7. More talk about what they expect of an incoming student
8. More hands-on activities
9. Eliminate the repetition i.e., recordkeeping

Student Assessment Program

A strong student assessment package has been developed which is individualized to the maximum extent possible. All students were able to individually be interviewed by someone on the counseling staff and by the vocational instructors before they enrolled into a program of their choice.

Placement Program

A coordinated centralized placement program has been in operation at Heritage High for three years. A new program was initiated at the William Blount High School. Brochures, Student Handbooks, and Training Sponsors Handbooks have been developed and reported on previously. See Appendix H. A student follow-up system has also been developed and reported on previously. See Appendix I. Collectively, one hundred fifty-two (152) students from Heritage High School and Blount Occupational Education Center have been placed into occupations that are directly related to their field of study and preparation. An additional thirty (30) students have gained work experience by linkages with other agencies, namely: CETA, Community Action Committee and The Human Resource Agency.

The employer evaluation form may be found in Appendix J. The Pre-Employment Skills Handbook is in Appendix K.

Other Activities

The materials developed to date have already been widely disseminated through personal inquiry, visits or on a group basis presentation. All systems that requested materials or assistance have been able to receive such without cost recovery or hesitation. Some of these materials

have been adopted by other Research Coordinating Unit exemplary funded projects. Mr. Bean has presented the project to over 18 professional groups during the past year. On several occasions this exemplary project has been presented by Mr. Bean and Mr. Goins to state-wide educational conferences which include the Superintendents and local vocational education directors meetings. A two volumn local Employment Handbook was developed and disseminated within the three systems. Because of its bulk it is not included as a part of this report but is under separate cover.

## CONCLUSIONS AND RECOMMENDATIONS

1. This innovative RCU exemplary guidance and placement program has the potential to assist all programs in Tennessee. This program is portable to the extent that mini conferences and workshops accompany the materials. If local systems are provided this material without inservice or pre service the success by other systems will be mixed. Adequate funding must be made available in a similar fashion as with this program.
2. The project staff have made numerous large group presentations. In the event workshops, seminars or mini conferences are desired, it is recommended that proper funding be made available to adequately cover the expenses of the project staff.
3. In the absence of state certification requirements for counselors and administrators to take courses in vocational education, the workshop delivery is most certainly a viable alternative. The critical roles of counselors and administrators can become more effective in providing a truly comprehensive education for all students by participating in a similar workshop as was provided by this program. Again, the workshop was well attended partly because of the funding that was made available to the participants. A similar pattern of funding should be available to other systems.
4. Most of the local school systems are straining to properly fund local education budgets. In the event the educational leaders at the state level desire other systems to initiate and conduct similar guidance and placement programs some system of incentive funds should be made available. It is recommended that a three to five year plan be developed to assist the local school systems with support materials and funds.

5. The project has been initiated, field tested and revised according to inputs from participants and other evaluative data. It is recommended that other systems desiring to adopt all or parts of this program be required to evaluate on a local basis.

6. Evaluation forms have been professionally designed to secure data on each major segment of this project. It is recommended that modifications be made before disseminating on a wide scale to better enable centralized tabulations and to insure that responses are summative and that generalizations on a state wide basis can be made.

7. The Blount County RCU Exemplary funded guidance and counseling program has disseminated all materials on an individual inquiry basis. In the event further dissemination is desired it is recommended that the State of Tennessee centrally reproduce or contract for dissemination.

8. The Blount County RCU Exemplary Guidance and Placement Program has designed, initiated and conducted a most impressive program. The local vocational education director, Mr. J. L. Goins and the placement coordinator, Mr. Charles Bean are to be highly commended. A project of this type could not have been as successfully demonstrated in many other educational systems.

9. The students in Blount County, Maryville and Alcoa school systems are today receiving an education that is more comprehensive in nature than what was available before the program. The professional educational participants, with few exceptions, stated they were better able to serve all students as a result of participating in the project. This program has greatly reduced misunderstandings about vocational education and has enabled the professional educational participants to correct previous bits and pieces of biased opinions and attitudes.